

GUIDED READING PROGRAM

Text Types



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

- **Amelia Earhart: This Broad Ocean**
- **Confessions of a Gym-Class Dropout**
- **The Dinosaurs of Waterhouse Hawkins**
- **From the Mixed-Up Files of Mrs. Basil E. Frankweiler**
- **The Good Dog**
- **The Houdini Box**
- **Out of Darkness: The Story of Louis Braille**
- **Taking Sides**
- **When Women Played Baseball**
- **The Young Man and the Sea**

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ISBN-13: 978-0-545-31976-8 ISBN-10: 0-545-31976-5

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ISBN-13: 978-0-545-31976-8
ISBN-10: 0-545-31976-5



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ITEM S-HT5-31976-5



Amelia Earhart: This Broad Ocean



Summary & Standard

A series of illustrated panels tells about Earhart's first flight across the Atlantic as a passenger. Her story is juxtaposed with that of Grace, a fictional young girl who aspires to be a reporter. Students will read to refine their understanding of how texts work across a variety of genres.

Authors: Sarah Stewart Taylor and Ben Towle

Genre: Biography/Historical Fiction

Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: finding courage; striving for equality of opportunity

Making Connections: Text to World

Discuss how Amelia Earhart was not only a woman of accomplishment and an inspiration to other women, but also a great celebrity in her day. Ask: *What kinds of celebrities do you know about? What have these people accomplished?*

To extend the discussion, ask: *Are there any celebrities today who have inspired you? How?*

For more information and resources on Amelia Earhart, go to http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html.

Vocabulary

Essential Words: ambition, career, dangerous, risk

Related Words for Discussion: determination, equality, inspire, opportunity, society, spirit

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 events that happened in the past. The illustrations and their use in the storyline give the reader a better understanding of events in this person's life.

Supportive Book Features

Text Students will easily relate to the graphic novel format. An introduction gives background information on Amelia Earhart and explains her significance. Panel discussions beginning on page 74 give background information on people and events mentioned in the text.

Vocabulary The language in speech balloons is conversational and generally easy to follow.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may be challenged by the typeface used in the book. Neither the introduction nor the panel discussions are written on level. Read these sections as a class and monitor comprehension.

Content The book contains sensitive subject matter: alcoholism and a derogatory ethnic term. The era in which Amelia Earhart lived—with its denied opportunities for women and suspicion of women who wanted a career—may be difficult for students to grasp. Ask students to consider what it would be like to *want* to do something and to be *able* to do it, but be told you could *not* because of your gender.

ELL Bridge

Students will be able to use the illustrations to help them understand the story, but the text includes colloquialisms and idioms that may not be in their vocabularies. Ask partners to make note of language they do not understand and try to use picture clues and context to figure out meanings.

Developing Comprehension

Thinking Within the Text

Have students summarize the main events in the book, including both Amelia's and Grace's stories.

Thinking Beyond the Text

Amelia Earhart attempted and accomplished a great deal at a time in history when women did not have the same opportunities as men. Have students think of other historical figures who triumphed in the face of adversity, such as Helen Keller, who learned to communicate even though she was blind and deaf; Jackie Robinson, the first black man to make it to major league baseball; and Ludwig van Beethoven, who continued to compose sublime music after he became deaf.

Thinking About the Text

Ask: *Why did the authors create the character of Grace? What do you learn about Amelia Earhart that you would not learn if Grace wasn't a part of the book?* Discuss the use of fictional characters in books about real historical figures. Point out that they often make it easier for readers to relate to the historical figure.

Understanding Historical Context

Explain that this biography is based on a real person's life. Also point out that historical fiction is a made-up story based on real events that happened in the past. Help students see that *Amelia Earhart: This Broad Ocean* is actually a blend of biography and historical fiction. It presents biographical information about Amelia Earhart along with fictional characters and their stories. Ask:

- Which characters in this book really lived? Which events really happened?
- Which characters in this book are fictional? What parts of the book are made up?

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

Colloquialisms and Idioms

Remind students of the difference between formal and informal language. Because the text in this story is largely characters' speeches, it contains colloquialisms (informal language as it is spoken) and idioms (phrases with accepted meanings not meant to be taken literally).

- Ask students to find examples of colloquialisms (e.g., *come on* on page 9). Discuss their meanings.
- Then ask students to find examples of idioms (e.g., *pull any punches* on page 39). Have volunteers explain their meanings.

Developing Fluency

Have students select different sections of the book and put on a Readers' Theater for the class.

Oral Language/Conversation

Talk About Amelia and Grace Have students discuss how Amelia Earhart inspired women and girls like Grace. How were she and Grace alike?

Extending Meaning Through Writing

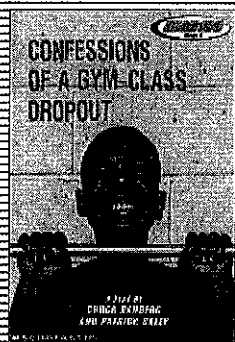
- Have students write a sketch of Amelia Earhart, including biographical information and an analysis of her character. **(Expository)**
- Have students continue the story of Grace, either in graphic novel form or in text. What happens to her? **(Narrative)**

Connecting to Everyday Literacy

Newspapers reported the exploits of Amelia Earhart, and the character Grace wants to become a newspaper reporter. Many newspaper articles contain expository text that gives information. To link students to real-world expository text, share a newspaper article with them. For a newspaper article about Amelia Earhart's last flight, go to <http://www.nytimes.com/learning/general/onthisday/big/0702.html#article>.

Confessions of a Gym-Class Dropout

**GUIDED
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Text Types



Summary & Standard

Travis Underwood admits that he is a bit of a wimp. He succeeds in changing that by joining a gym and following a training program. He wins the respect of others, but most of all he gains self-respect. Students will comprehend basic plots of a variety of fiction genres.

Authors: Chuck Ranberg and Patrick Daley

Genre: Realistic Fiction

Text Type: Play

Word Count: 250+

Theme/Idea: ways of gaining self-respect; setting and achieving one's goals

Making Connections: Text to Self

Point out that Travis Underwood sets a fitness goal and then creates a strategy for achieving it. Invite volunteers to describe a goal they have set for themselves. Ask: *What did you want to accomplish? What steps did you take to reach your goal?*

Extend the connection by asking: *What qualities can help a person achieve an important goal? How can a step-by-step plan be helpful in reaching a goal?*

For additional resources on staying fit, see http://kidshealth.org/kid/stay_healthy/fit/fit_kid.html.

Vocabulary

Essential Words: embarrassed, equipment, humiliation, narrator, self-confidence

Related Words for Discussion: accomplish, cause, effect, positive, self-respect

Genre/Text Type

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

Supportive Book Features

Text The play is divided into ten acts; each one has a brief head note that gives clues about what is to come. Questions that follow many acts help students focus on important ideas. Humorous illustrations on many pages aid in comprehension and enhance the reading experience.

Vocabulary Most of the vocabulary used by the characters is easy to understand. Context and picture clues can be used as needed.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Stage directions are lacking in this play, and settings for acts are not described. Students will need to pay attention to characters' names and follow dialogue closely. Occasionally italicized words in parentheses tell how a character speaks (*rudely*, page 14; *gasping*, page 35).

Content Students may be confused by the role of the narrator. Explain that Travis is not only the main character in the play, but also the narrator. In the role of narrator, Travis is older and can describe and interpret events with the benefit of having some distance from them.

ELL Bridge

Have students work in small groups to pantomime a scene that is shown in one of the illustrations. The other groups should try to figure out what scene is being pantomimed. Then students should find the scene in the text and take turns reading the dialogue that describes it.

LEVELS



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have students discuss the problem that Travis Underwood has. Ask: *How does Travis plan to solve his problem? What steps does he follow in creating and carrying out his plan?*

Thinking Beyond the Text

Ask students to evaluate the success of Travis's training program and predict whether he will continue to work out to stay in shape. Have students put themselves in Travis's place to help them with their predictions.

Thinking About the Text

Have students discuss why they think the authors chose to write this story in the form of a play. Point out that unlike most plays, this one does not have stage directions. Everything that the reader needs to know is communicated through dialogue and through the words of the narrator, who happens to be the main character, Travis, at an older age. Ask: *How do the illustrations add to your understanding of the plot, characters, and setting?*

Understanding Cause and Effect

Remind students that one event can cause another event to happen. The first event is the cause. The second event is the effect. Point out that an effect may have more than one cause, and that a cause may have more than one effect. Say:

- On page 6, what causes the class to laugh? What effect does this laughter have on the narrator?
- On pages 15–18, why does Travis discuss his training program with his dad? What is the effect, or result, of this discussion?
- On pages 32–35, what is Travis able to do? This important accomplishment is the effect. What are the causes?
- On page 38, the narrator reflects on what he accomplished over the summer. According to the narrator, what are the effects of those accomplishments?

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

Developing Phonics and Word-Solving Strategies

Compound Words

Remind students that a compound word consists of two smaller words that have been combined into one word. Point out that some compound words are hyphenated. To figure out the meaning of a compound word, students should think of the meaning of each word that makes up the compound.

- Have students find these compound words and give their meanings: *pull-up* (page 5), *self-confidence* (page 15), *sit-ups* (page 31), *sweatpants* (page 36), *outstanding* and *first-class* (page 37).

Developing Fluency

Assign roles to groups for a Readers Theater presentation of various acts from the play. Allow time for practice. Remind students to read their lines expressively, in the same way that the characters would speak the lines. Then have groups present their reading to the class.

Oral Language/Conversation

Talk About Self-Respect Discuss the effects of Travis's training program—self-respect as well as a healthier body. How important is self-respect?

Extending Meaning Through Writing

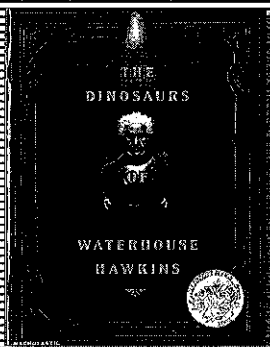
- Ask students to write an email to Travis, encouraging him to continue with his training program. (**Persuasive**)
- Have students write a step-by-step plan for accomplishing an important goal, just as Travis made a plan for getting into shape. (**Procedural**)

Connecting to Everyday Literacy

In the play, Travis joins the gym at the YMCA and changes his diet. His trainer charts how much Travis can lift to keep track of his progress and lists healthful foods for Travis to eat. To link students to real-world expository texts, including charts and lists related to diet, health, and fitness activities, go to <http://www.ymcastrongkids.org/skhome2.htm>.

The Dinosaurs of Waterhouse Hawkins

**GUIDED
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Text Types



Summary & Standard

People had no idea what a dinosaur looked like 150 years ago. But Waterhouse Hawkins changed all that with his life-size dinosaur models. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

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

Word Count: 250+

Theme/Idea: recognizing the importance of knowledge; pursuing a passion

LEVEL 5

Making Connections: Text to World

Students will most likely have knowledge about dinosaurs. Invite them to tell what they know.

Ask: Since dinosaurs lived millions of years ago, how do we know what they looked like? Do you think people have always had that information?

Extend the real-world connection by talking about paleontology. Tell students that a paleontologist is a scientist who learns about prehistoric life by studying fossils. *Ask: What information do fossils provide to scientists?*

For an interview with a paleontologist, see <http://www2.scholastic.com/browse/article.jsp?id=4740>.

Vocabulary

Essential Words: creations, dinosaurs, fossils, molds, sculpting, skeleton, sketching

Related Words for Discussion: fascinate, models, paleontology, passion

Genre/Text Type

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

Supportive Book Features

Text The story is divided into three parts—each a specific stage in Waterhouse's life. Lines are widely spaced so students will not be overwhelmed on pages that contain a lot of text. The exquisite illustrations add detail.

Content Most students are fascinated with the world of dinosaurs and will find this information especially interesting.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Several pages have white type superimposed on a dark background. These pages may take some students longer to read. Though the Author's Note section at the back of the book contains a wealth of information, the typeface is very small and the text is very dense.

Vocabulary The names of specific dinosaurs, such as *iguanodon* and *megalosaurus* on page 8, may be difficult for some students. Suggest that partners read the words together. (Note: Book pages are not numbered. Page 2 begins: *Horse-drawn carriages clattered down the street...*)

ELL Bridge

Invite students to use the illustrations to retell the story. Encourage students to use as many details as possible to describe each picture. Have students find specific words in the text that go with the artwork. For example, have students find the word *models* as they talk about the pictures on pages 10 and 11 and the word *skeleton* as they retell what happened on pages 22 and 23.

Developing Comprehension

Thinking Within the Text

Remind students that the book is divided into three separate periods of Waterhouse's life. Have students summarize each period. Encourage students to include the challenges Waterhouse faced during each period.

Thinking Beyond the Text

Have students turn to page 6 and read the last sentence in the third paragraph. Ask: *What does fill in the blanks mean? Were Waterhouse Hawkins and Richard Owen successful in filling in the blanks? Why do you think so?*

Thinking About the Text

Read together with students the Author's and Illustrator's Notes at the back of the book. Encourage students to find specific pages in the book that are referenced in the notes. For example, find information about the Crystal Palace and then flip back to pages 16 and 17 and read about it there. Discuss how the Notes features enhance the book.

Understanding Main Idea and Details

Remind students that the main idea is the most important idea in a book or book section. Details are the smaller pieces of information that support the main idea. Tell students that understanding main ideas and details will help them to better understand what they read.

- Have students read page 10 and decide on the main idea. (It was a huge task to build life-size dinosaur models.) Ask students to identify details on pages 10 and 11 that support this idea.
- Have students determine the main idea of the section about Waterhouse in America (pages 22–35). For example, *Waterhouse had highs and lows during his time in America.*
- Ask students to continue naming main ideas and the details that support them as they read 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

Context Clues

Remind students that they can often use context clues to figure out the meaning of an unfamiliar word they come across when reading. If they cannot figure out the word by using the other words around it in the sentence, they should look for clues in the phrases and sentences near the unknown word.

- Have students turn to page 12 and read the first paragraph. Ask them what *eminent* means and what clues they used to help define it.
- Repeat with the word *anticipation* in the last paragraph on page 12.

Developing Fluency

Model fluent reading of a passage. Pause at ellipses and dashes and read the text expressively. Then have students read softly to themselves.

Oral Language/Conversation

Talk About Passions Remind students that Waterhouse's passions were animals and art. Ask students to tell what they are passionate about.

Extending Meaning Through Writing

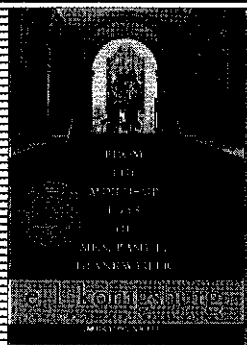
- Have students research and then write a paragraph about a favorite type of dinosaur. (**Expository**)
- Have students write about the New Year's Eve dinner party from the perspective of one of the guests. (**Narrative**)

Connecting to Everyday Literacy

Waterhouse followed specific steps to make his life-size dinosaurs. To link students to real-world procedural text, share the directions for how to assemble or make something. Ask: *Why is it important to follow directions precisely? What might happen if you skip a step?* For more procedural text, go to <http://en.origami-club.com/easy/dinosaur/index.html>. Choose a dinosaur and read through the directions on how to make the origami dinosaur.

From the Mixed-Up Files of Mrs. Basil E. Frankweiler

**GUIDED
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Text Types



Summary & Standard

Claudia and Jamie run away from home and camp out in the Metropolitan Museum of Art, where they discover a mysterious statue that becomes the key to their way back home. Students will read to refine their understanding of how texts work across a variety of genres.

Author: E. L. Konigsburg

Genre: Mystery

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: discovering clues;
revealing secrets

Making Connections: Text to World

Have students discuss museums they have visited, name the exhibits they have viewed, and share the exhibits that they found interesting.

Say: Imagine that you will spend the night in a museum. Which one would you choose? Why? Where would you eat and sleep? Which friend or family member would you bring with you? Why?

Have students preview pages 48–49 and point out that this story takes place in a famous and huge art museum in New York City.

Invite students to compare this map with a current map and exhibit list at

http://www.metmuseum.org/explore/publications/pdfs/Kids_Map_LR.pdf.

Vocabulary

Essential Words: acquisitions, appreciation, commotion, extravagant, procedure

Related Words for Discussion: coincidence, occurrence, opportunity, resemble, similarity

Genre/Text Type

Mystery/Chapter Book Remind students that a mystery is a story about a puzzling event. This mystery unfolds over several chapters, which adds to the suspense.

Supportive Book Features

Text Point out the author's Afterword and "sequel" at the end of the book, as they put the story in a modern perspective. A few black-and-white drawings illustrate story settings. A museum map shows the size of the museum.

Vocabulary Much of the story is told from the children's point of view, so the vocabulary is accessible. Though Mrs. Frankweiler's words reflect an adult's speech patterns, they do not contain advanced vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story's shifting point of view may be confusing. Explain that at first Mrs. Frankweiler is telling her lawyer about Claudia and Jamie's adventure in a letter. Then the plot unfolds as a narrative from Claudia's point of view, but the author uses asides whenever Mrs. Frankweiler clarifies certain details.

Content This book was originally published in 1967, so some things are dated. Explain terms such as *percolator*, *carbon copy*, and *petticoat*, and have students compare the value of money today to what it was for Claudia and Jamie.

ELL Bridge

Give students an enlarged version of the museum map (pages 48–49) and ask them to use sticky notes to record Claudia's and Jamie's movements during their stay. Then have students work in pairs to retell the main events from the time they first enter the museum to the time when they go to visit Mrs. Frankweiler.

LEVEL
S

Developing Comprehension

Thinking Within the Text

Have students recount the mystery that Claudia discovers and how she hopes to solve it. Invite them to explain how each character in the book helps reveal the secret behind the angel statue.

Thinking Beyond the Text

Discuss with students how the children are able to carry out their daily routines during their museum stay and why these routines are important. Ask: *Over time, how do the children learn to work as a team? How would the experience be different if one child hid in the museum alone?*

Thinking About the Text

Have students name and discuss the many secrets that weave through the plot. Ask: *Why did the author chose to reveal the secret connections between Mrs. Frankweiler, Saxonberg, and Claudia and Jamie? How do these secrets affect the story's outcome?*

Understanding Point of View

Remind students that an author usually tells a story through the thoughts, or point of view, of one particular character. Point out that in this story, the point of view is that of two characters.

- Have students reread page 3 and ask: *Who is telling the story here?* (Mrs. Frankweiler) *How do you know?* (pronoun *I*, her name at the end of the letter) *To whom is she telling her story?* (her lawyer)
- Have students reread page 5. Ask: *Why do you think the author changes to Claudia's point of view, rather than having Mrs. Frankweiler just read from her files?* (We get to know Claudia and Jamie better. It is more interesting to uncover clues as they happen than to learn them secondhand.)
- Say: *In the end, we discover the reason Mrs. Frankweiler is telling her lawyer this story. What is the reason?* (She is leaving the document to the children. The children are the lawyer's grandchildren.)

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 antonyms are words with opposite meanings.

- Read aloud the last sentence on page 98. Point out the word *sane* and have students give its meaning. Then point to the word *insane* and explain that the prefix *in-* changes the word into its opposite: *insane* is the opposite of *sane*.
- Repeat the procedure with *expensive/inexpensive* (page 56). Then have students name antonyms for *injustice* (page 6), *indecent* (page 13), and *invisibly* (page 39).

Developing Fluency

Have students read a passage independently, reading softly to themselves. As they read, circulate and listen in for proper phrasing, pace, and intonation, giving assistance as needed.

Oral Language/Conversation

Talk About Coincidence Discuss coincidences and how they can be explained. Have students share their own experiences with coincidence.

Extending Meaning Through Writing

- Have students make a time line that shows the main events of the story. (**Graphic Aid**)
- Have students write a press release that tells about the day when the children are able to reveal Angel's artist. (**Expository**)

Connecting to Everyday Literacy

Recall with students that the story took place at the Metropolitan Museum of Art in New York City. Explain that museums often advertise to bring visitors. To link students to real-world persuasive text, show them an advertisement for a local museum or exhibit. Ask: *What in the advertisement persuades you to visit?* For more persuasive text, look at the exhibit descriptions at <http://www.amnh.org/exhibitions/>. Have students tell which words and pictures help persuade them to want to see a particular exhibit.

The Good Dog



Summary & Standard

McKinley is the top dog in town, but his authority is challenged when a dog is abused by its owner and a wolf arrives to recruit dogs back to the wild. Students will distinguish fantasy from reality.

Author: Avi
Genre: Fantasy
Text Type: Chapter Book

Word Count: 250+
Theme/Idea: overcoming obstacles; standing up for what you believe in

Making Connections: Text to World

A dog is the narrator in the story, but the setting and situations are realistic. Ask students who have dogs to explain how their pets communicate with them and how the dogs are trained to behave in certain ways.

Extend the connection by pointing out that dogs and wolves are related and share many behaviors. However, wolves are wild animals and are endangered. This is often due to conflicts between humans and wolves. Point out that it is important to understand the behavior of wolves in order to protect them.

For more information about wolves, see <http://nationalzoo.si.edu/Animals/NorthAmerica/Facts/fact-graywolf.cfm>.

Vocabulary

Essential Words: appreciation, bounding, frustration, reverberated, submission, tentative

Related Words for Discussion: endangered, responsibility, survival

Genre/Text Type

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

Supportive Book Features

Text The book has large type, widely spaced lines, and short chapters that make the text easy to read. The author describes certain dog behaviors and explains what each means. Questions at the end of the book will spark further discussion.

Vocabulary Students will find the book's vocabulary easy to comprehend. The more difficult words that the author does not define within the text can be decoded easily using context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Make sure students realize that the human characters cannot understand what the dogs are saying even though the dogs' thoughts are shown as dialogue for the reader.

Content Students will need to pay attention to clues in the story to help them understand the action and the characters' feelings. Because the dogs have human names and dialogue, it is often hard to distinguish between the humans and dogs. Have students keep a list of characters as they encounter them in the story.

ELL Bridge

Explain to students that McKinley lacks the vocabulary for certain objects and places. He uses descriptive phrases instead. Point out phrases McKinley uses in place of certain words, such as *tall bowls* (drinking glasses), *eating sticks* (silverware), and *glow box* (TV). Help students record in a three-column chart each term in "dog language," in English, and in their home language.

Developing Comprehension

Thinking Within the Text

Have students identify the problems that McKinley feels are his duty to solve. (the abuse faced by Duchess, the wolf's presence, Redburn's challenge to McKinley's leadership, and the pup's desire to run away with the wolf) Discuss how these problems are connected and how the solution to one problem also solves another problem.

Thinking Beyond the Text

Have students think about how the author includes a message about the treatment of dogs and wolves as part of the plot. Ask: *What do you learn about pet care after reading about Duchess's dilemma?* (Dogs need exercise, love, and proper care.) *How does Lupin's injury make the reader more aware of the dangers wolves face?* (People often hurt wolves out of fear.)

Thinking About the Text

Have students notice how the author builds suspense at the end of chapters. The author hints at something that may happen or sets up a situation that needs to be resolved. The effect is that readers want to keep reading. Reread pages 50–51 and discuss what happens to make readers want to continue. (The wolf is on the trail coming straight toward them.)

Visualizing

Tell students that an author's choice of words helps readers visualize, or picture, what a scene looks like. Vivid words and descriptions help readers picture a scene in their minds.

- Have students reread page 77 and identify how the author describes McKinley's actions. Ask: *How do these actions show McKinley's intelligence?*
- Have students reread pages 95–96. Ask: *Why is this description more effective than merely saying that the wolf attacked the humans?*

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

Strong Verbs

Remind students that verbs tell what action occurs. Strong verbs help readers visualize the action by describing it more precisely.

- Read aloud page 112. Ask students to listen for verbs that describe how characters speak to each other. (barked, growled, whimpered) Discuss how each verb helps students more clearly picture each character's actions. Then have partners read page 121 and note strong verbs that help them picture the action of this scene.

Developing Fluency

Read aloud a page, modeling how fluent readers pay attention to punctuation and chunk phrases, and adjust their pace. Then have partners take turns reading aloud a page to each other.

Oral Language/Conversation

Talk About Endangered Animals Lead a discussion about how human contact with wild animals can often endanger the animals.

Extending Meaning Through Writing

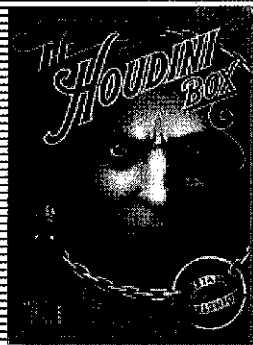
- Have students write a small brochure that explains certain dog behaviors and what people should do in response. (**Expository**)
- Have students rewrite a scene from another character's point of view. (**Narrative**)

Connecting to Everyday Literacy

In the story, Jack has read a lot about wolves and thinks he has spotted one. To link students to real-world expository text, share a feature article about wolves, preferably one that includes photographs or diagrams. Point out how this information might help students distinguish a wolf from a dog. For more expository text about wolves, go to <http://www.pbs.org/wgbh/nova/wolves>.

The Houdini Box

**GUIDED
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Text Types



Summary & Standard

When Victor meets his idol, Harry Houdini, he hopes to learn the magician's secrets. An unexpected turn of events, however, causes Victor's dreams to disappear into thin air. Students will use pictures and context to assist comprehension.

Author: Brian Selznick
Genre: Historical Fiction
Text Type: Picture Book

Word Count: 250+

Theme/Idea: meeting someone you idolize; finding out what you see is not always what you get

Making Connections: Text to World

Students have probably witnessed or read about magic tricks—or perhaps have performed them. Invite volunteers to describe a trick. Ask: *Why do you think people are fascinated by magic?*

Tell students that Harry Houdini was a famous magician who lived a century ago. Explain that he performed amazing feats of magic and was an expert at escaping from ropes, handcuffs, boxes, and jails. Houdini was a master at his trade, and audiences marveled at his entertaining and baffling tricks.

For more information about Harry Houdini, see <http://www.pbs.org/wgbh/amex/houdini/>.

Vocabulary

Essential Words: crate, incredible, magician, mysterious, vanish

Related Words for Discussion: admire, coincidence, disappointment, idol, reaction

Genre/Text Type

Historical Fiction/Picture Book Remind students that historical fiction is a made-up story based on real people and events. The illustrations help readers picture this faraway time and place.

ELL Bridge

Pair ELL students with English-speaking partners. Have partners choose an illustration and discuss what they see. Encourage them to ask each other questions about the picture, such as *Who is in the picture? What is that person doing? Why is the picture important? What happened right before what you see happening in this picture?* Have partners describe the picture they chose to the group.

Supportive Book Features

Text The amount of text on a page varies but is usually half a page or less. Detailed illustrations, including Houdini poster facsimiles, support the text and transport readers back in time. The author's notes at the end of the book provide additional information about Houdini.

Content Students are likely to be interested in magic and engaged right from the start. They will be able to identify with Victor's excitement at meeting his idol and his reaction when his dream is shattered.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences are long and may be challenging. On pages 2 and 37, the author includes a lot of text inside parentheses. Point out this text and discuss why the author uses this device. (Note: Book pages are not numbered. Page 1 begins with: *A curious story of magic...*)

Vocabulary Words with both prefixes and suffixes, such as *unexplainable* (page 2) and *unsuccessful* (page 14), may be challenging. Suggest that students sound out the syllables and identify the prefixes, base words, and suffixes.

LEVEL 5

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students name pivotal events in the story. Ask: *Why was Victor's encounter with Houdini at the train station important? What happened as a result of Victor's discovery of Houdini's grave?*

Thinking Beyond the Text

Remind students that Victor put away the small, locked Houdini box and forgot about it until he was a grown man. Ask: *Why do you think Houdini wanted Victor to have the box? Do magicians really let people in on their secrets? Why?*

Thinking About the Text

Point out the poster facsimiles at the beginning and end of the book and read them aloud with students. Discuss why the author included the posters and what information they provide.

Understanding Plot

Remind students that important events at the beginning, middle, and end of a story make up the plot. A plot has a conflict, rising action, a climax, and an outcome or conclusion.

- Ask students to identify the conflict, or problem, at the beginning of the story. (Victor wants to do the magic tricks that Houdini performs but doesn't know how.)
- Help students identify the important events, or rising action, in the middle of the story. (Victor meets Houdini and later goes to his house; Victor is given a special box but doesn't open it; Victor grows up and has a son.)
- Ask: *What happens at the climax of the story?* (Victor makes an important discovery at Houdini's grave.)
- Ask: *What is the outcome of the story?* (Victor's dream comes true when he learns Houdini's secrets.)

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

Developing Phonics and Word-Solving Strategies

Synonyms

Remind students that synonyms are words with similar meanings. Have them turn to page 2. Explain that the words *disappear* and *vanish* mean almost the same thing. Explain that synonyms can make writing more interesting.

- Have students turn to page 21 and read the sentence that contains the word *busy*. Then have them find a synonym for *busy* on page 17. (*bustling*)
- Have students read the second paragraph on page 19 and the second paragraph on page 21 and find two synonyms. (*smiling*; *grinning*)

Developing Fluency

Have partners read aloud a paragraph to each other. Remind them to pay attention to phrasing and punctuation.

Oral Language/Conversation

Talk About Disappointment Discuss how Victor responded to disappointment. Ask students if their response would have been the same. Why?

Extending Meaning Through Writing

- Have students make a poster advertising a magic act for a school program. (**Poster**)
- Have students write a paragraph describing a magic trick they would like to perform. (**Descriptive**)

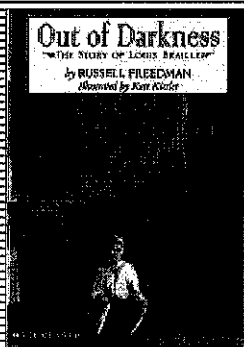
Connecting to Practical Literacy

Remind students that Houdini sent Victor a letter in the mail. Tell students that although electronic communication, such as e-mail and text messaging, is much faster than mailing a letter through the U.S. Postal Service, there are still times when a letter is appropriate. To link students to real-world procedural text, discuss the do's and don'ts of letter writing at <http://life.familyeducation.com/writing/writing-composition/49060.html>.

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Out of Darkness: The Story of Louis Braille

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

This biography tells how a desire to read led Louis Braille to overcome many obstacles and invent a system of writing that allowed blind people, like himself, to read and write. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Russell Freedman

Genre: Biography

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: overcoming challenges;
accepting and creating new ideas

Making Connections: Text to Self

Discuss with students their reading experiences. Invite them to share what they remember about learning to read. Have students recall the types of books they enjoyed when they were younger and tell what kinds of books they enjoy now.

Extend the connection by talking about how difficult it is for someone who is blind to learn to read. Tell students they will be reading about Louis Braille, who as a young blind man developed an alphabet using a series of raised dots that blind people can read with their hands.

For a website where students can translate words into Braille, visit <http://www.mathsisfun.com/braille-translation.html>.

Vocabulary

Essential Words: astounded, distinctly, hysterical, influential, prominent, solitary

Related Words for Discussion: accomplishment, achieve, adversity, goals, steadfast, strive

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 Chapter titles allow students to predict what they will be reading about. Descriptive details help students understand the obstacles Louis faced. Dialogue moves the story along and gives personality to the characters.

Vocabulary Students will find most of the vocabulary easy to read and understand. The context of more difficult words, particularly descriptive adjectives and adverbs, will help students comprehend what these words mean.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text This biography does not follow a sequential order, so students may find it confusing. Longer, complex sentence structures will be challenging to some students.

Content Students may find the cause of Louis's blindness and the conditions at the Institute difficult to understand. Explain that at this time, people did not understand how infections started and how to treat them. Explain that germs are living things that can cause disease, but that fact would not be proven until Louis Pasteur explored the idea in the 1860s.

ELL Bridge

Have students play the part of reporters and work in pairs to write interview questions for Louis Braille and the other people in his life. Help students get started by listing some of the possible interviewees. Discuss what they already know from the book. Then have them suggest questions. Point out that they should keep in mind topics that other people would find interesting. Invite pairs to share their list of questions and, as a group, discuss how each question might be answered.

LEVEL 5

Developing Comprehension

Thinking Within the Text

Have students recall and rank the most important events in Louis's life. Ask: *Which events in young Louis's life had the biggest impact on his later experiences?* Have students explain their answers with evidence in the text.

Thinking Beyond the Text

Have students reflect on how long it took both the Institute and France to accept the Braille system. Discuss: *Why do people often resist and dislike change so much? How do you feel about change?*

Thinking About the Text

Ask students to recall the point in Louis's life where the book begins. Point out how the story then flashes back to his early childhood and tells the rest of the story in time order. Ask: *Why do you think the author used a flashback to tell this biography?*

Summarizing

Remind students that when we summarize, we tell the most important ideas about a passage or chapter. A summary is usually short, only two or three sentences long.

- Reread the first four paragraphs of "The Accident" (second chapter). Ask: *What is the most important idea of this section?* (Louis had been warned to stay away from his father's leather and tools, but he disobeyed and got onto the workbench.)
- Reread the first two paragraphs of "Nightwriting" (fifth chapter). Have students summarize this passage. (Louis learned and excelled in many things and won many awards.)
- Reread the first full paragraph on page 69. Ask students to summarize this paragraph. (In 1843 the Institute moved to a better location where students shared comfortable rooms. Girls would now be admitted, too.)

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 *-sion* and *-tion*

Remind students that a suffix is an ending added to a base word to alter the meaning of the word. Point out that the suffixes *-sion* and *-tion* can be added to verbs to change them into nouns.

- Write *attend*, *describe*, and *impress* on the board and explain that these words are verbs. Discuss their meanings.
- Then have students read the last full sentence on page 29 and identify the words that end with *-sion* or *-tion* (*attention*, *descriptions*, *impressions*). Discuss the meanings of the base words. Point out the spelling changes and that adding the suffixes changed each verb into a noun.

Developing Fluency

Model reading several paragraphs aloud with proper pace, phrasing, and intonation. Then have students read the same paragraphs aloud, repeating several times until they read fluently.

Oral Language/Conversation

Talk About Adversity Discuss adversity and how it can often lead people to achieve success.

Extending Meaning Through Writing

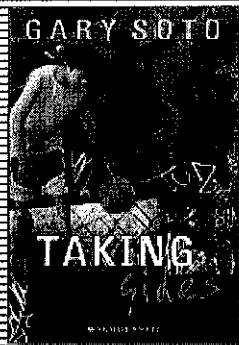
- Have students write a sentence using the Braille alphabet on pages 51–52 and describe the experience. (**Descriptive**)
- Have students imagine they were one of the people helped by Louis and write a tribute to be printed in a newspaper. (**Narrative**)

Connecting to Everyday Literacy

Explain that the director of the Institute used speeches and letters to persuade the government to adopt the Braille alphabet. To link students to real-world persuasive text, show them a persuasive article. Have them identify the writer's position and arguments. For more persuasive articles, see <http://www.greatideasforkids.com/articles--advice/newsletter-editorials/>.

Taking Sides

GUIDED READING PROGRAM Text Types



Summary & Standard

When Lincoln Mendoza moves from an urban barrio to a mostly white suburb, he questions whether he fits in with his new basketball team and his new life. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Gary Soto
Genre: Realistic Fiction
Text Type: Chapter Book

Word Count: 250+

Theme/Idea: starting over; finding one's place in the world

Making Connections: Text to Self

Students will be able to relate to the main character's mixed feelings about moving. Ask volunteers to share what is good and bad about moving to a new place.

Extend the connection by talking about things young people can do to fit in at a new school, as well as to stay in touch with old friends. Ask students to also think about how to make new students feel welcome and included.

For additional teaching ideas and resources, see http://kidshealth.org/kid/feeling/home_family/moving.html.

Vocabulary

Essential Words: collided, hobbled, intruder, maneuvered, sentimental

Related Words for Discussion: confused, identity, infer, predict

Genre/Text Type

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

Supportive Book Features

Text The tone of the book is conversational. The sequential structure and third-person point of view will be familiar to students. Text is broken into short chapters, and lines are widely spaced.

Vocabulary Students will find the general vocabulary and sentence structure easy to comprehend. A glossary provides definitions for Spanish words and phrases.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Chapters are numbered but untitled. There are no illustrations to help students visualize the setting and characters. Point out that italic type is used to signify Spanish words and phrases.

Content Many students may not know the basketball jargon used throughout. Also, some references to popular culture and technology are dated and may be unfamiliar to students. Context clues can help students determine meanings. Rural students may not be familiar with the city and suburban settings in the story. Suggest that they use the book's descriptive details to visualize Lincoln's old and new neighborhoods.

ELL Bridge

Use pantomime to help students acquire the meaning of the many action verbs used in the story (e.g., *collided*, *hobbled*, *trotted*). Have partners list at least ten action verbs from the story and then show their list to another pair. Pairs will take turns acting out the verbs from their own list. The guessing pair should point to the verb being pantomimed and read it aloud.

LEVEL 5

Developing Comprehension

Thinking Within the Text

Have students discuss how Lincoln feels torn between his old and new friends, teams, schools, and neighborhoods. Ask: *How does the title of the book fit the story?*

Thinking Beyond the Text

Ask students to make predictions about how Lincoln will feel about his new home and school a year after this story ends. Ask: *Will he feel like he did at the beginning of the story? Why or why not?* Encourage students to reread Chapter 13 and look for clues that will help them make reasonable guesses. Discuss how and why Lincoln's feelings might change as time passes.

Thinking About the Text

Have students notice and point to specific examples of language and descriptive details the author uses to make the story's settings come to life. Ask: *How does being able to visualize the settings help you understand Lincoln and his conflict?*

Comparing and Contrasting

Remind students that comparing and contrasting involves observing two or more things and seeing how they are alike and different. Help students compare and contrast Lincoln's life in his old neighborhood with life in his new neighborhood. Say:

- On pages 2–3, the author describes Lincoln's old and new neighborhoods. How are they alike or different?
- On page 4, Lincoln and Tony discuss Franklin's and Columbus's basketball teams. What is good and bad about them?
- On pages 7–8, Lincoln thinks about his new neighborhood and his old school. How does he feel about each of them?

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

Developing Phonics and Word-Solving Strategies

Understanding Idioms

Remind students that some expressions are not meant to be taken literally. Point out that the use of idioms helps characters sound realistic.

- Have students read the fourth paragraph on page 31. Ask what *money grows on trees* means and whether students have ever heard someone use that expression. Invite students to find and explain other idioms in the story. Examples include *crack those books* (page 2), *get lost* (page 47), and *piece of cake* (page 134).

Developing Fluency

Assign pages with dialogue to partners or small groups of students. Ask each student to play the role of one character as they read aloud their assigned pages several times. Remind students to read their words expressively.

Oral Language/Conversation

Talk About Identity Discuss what makes up a person's identity and explore why moving caused Lincoln to be confused about his.

Extending Meaning Through Writing

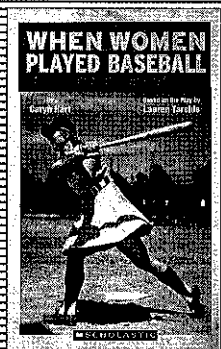
- Have students write an email from Lincoln to his old friend Tony describing how he feels about his new neighborhood. **(Descriptive)**
- Have students write a paragraph about the climax of the book: the big game between Columbus and Franklin. What does Lincoln learn about himself that night? **(Expository)**

Connecting to Everyday Literacy

In the story, Lincoln plays basketball and follows an NBA team, the Warriors. To link students to real-world expository text, share the sports page of a local newspaper. Ask: *What kinds of information do you find on the sports page?* For more examples of such expository text, go to <http://www.usatoday.com/sports/default.htm>.

When Women Played Baseball

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Georgia loves to play baseball, though few think it's a sport for girls or women. During World War II, she tries for a place on the All-American Girls Professional Baseball League. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Caryn Hart

Genre: Historical Fiction

Text Type: Play

Word Count: 250+

Theme/Idea: playing baseball;
recognizing the impact of World War II

LEVEL
S

Making Connections: Text to World

Most students will be familiar with sports and famous athletes today. Ask students what sports they enjoy participating in and/or watching.

Extend the real-world connection by explaining that while American male troops were in battle during WWII, American women took on some new responsibilities. While American male baseball players were at war, women formed a women's baseball league. Tell students they will read about a girl who plays in this baseball league while her brother is fighting in Europe.

For more information, see http://education.baseballhalloffame.org/experience/thematic_units/womens_history.html.

Vocabulary

Essential Words: aced, decade, emotion, feminine, ferocious, frustrated, professional

Related Words for Discussion: admiration, appreciate, connection, determination, grateful

Genre/Text Type

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

Supportive Book Features

Text The play is divided into two acts. Short sections of dialogue are easy to read and understand. Names in capital letters clearly identify speakers.

Vocabulary Most vocabulary will be familiar and accessible to readers. Students can usually use context clues to determine the meanings of unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The play has a large cast of fourteen characters. Read the list of characters with students before they read the play and help them see any obvious relationships among the characters, such as the members of the Baskin family. Point out that the text in italics gives stage directions.

Content Students may not have knowledge of the limited role women played in sports at the time of the play. They may also be unfamiliar with the impact of World War II on American families. Help students understand the setting and situation by providing background on the United States involvement in World War II and the role of women in the 1940s.

ELL Bridge

To prepare students for reading, preview some of the baseball terms that are integral to the story, such as *catch*, *mound*, *pitch*, *mitt*, *umpire*, *stadium*, *diamond*, *league*, *uniform*, *tryout*, and *bases*. Help students properly pronounce each word and then explain its meaning. Have volunteers help by acting out meanings when possible.



SCHOLASTIC

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students how Mr. Baskin and Frankie felt about girls playing baseball at the beginning of the story. Ask: *How did their feelings change after Georgia made the team?* (They became more accepting and actually proud of her.) Talk about what evidence in the play indicates this change of attitude.

Thinking Beyond the Text

Point out that Georgia was able to do something that few other women of that time were able to do. Ask: *What traits did Georgia have that helped her successfully reach her goal? How did each trait help?*

Thinking About the Text

Discuss with students why they think the author chose to write this story as a play. Talk about other text types she could have used to tell this story.

Understanding Character

Remind students that to understand a character in a story, it is important to look at what he or she thinks, does, and says. Point out that in the play, the dialogue reveals the ideas of the characters.

- Have students read the dialogue on page 9. Ask: *What does Mr. Baskin think Georgia should be doing after school rather than playing baseball?*
- Ask students to read pages 22–23. Ask: *What do Mr. Baskin's statements reveal about how he feels regarding girls and baseball?*
- Have students use clues from the text to tell how Mrs. Baskin's ideas about Georgia and baseball differed from those of her husband, particularly at the beginning of the play.

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

Suffix -er

Review with students that a suffix is an ending added to a base word that changes the meaning of the word. The suffix -er means “a person who.”

- Ask students to find *baseball player* on page 7. Write *player* on a chart or on the board. Have students identify the base word *play* and the suffix -er. Explain that a player is someone who plays. In this case, the adjective *baseball* tells us that it is someone who plays baseball.
- Then have students add -er to these verbs to create nouns: *own*, *announce*, *catch*, and *run*. Help with correct spelling. Ask students to tell what each new word means.

Developing Fluency

Assign scenes to several students. Have them practice reading aloud their parts and then present their scene to the class. Remind students to change the pitch and expression in their voices for characters' words.

Oral Language/Conversation

Talk About Feeling Proud Talk about what made Georgia feel proud. Have students tell about times they have felt proud.

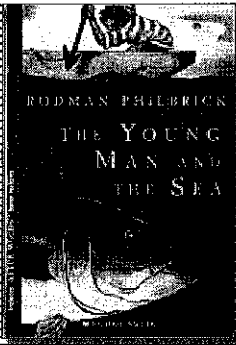
Extending Meaning Through Writing

- Have students write a letter to Joe DiMaggio from Georgia thanking him for his signature on the baseball mitt. (**Letter**)
- Have students write an article for a school newspaper telling about Georgia's success in making the baseball team. (**Expository**)

Connecting to Everyday Literacy

Remind students that Georgia did something that few girls at the time had the opportunity to do. To link students to real-world expository text, read a magazine article about a present-day athlete. For more expository text, share the interview at <http://www.aagpbl.org/articles/interviews.cfm>.

The Young Man and the Sea



Summary & Standard

In this adventure story set in Maine, 12-year-old Skiff Beaman deals with issues of his mother's death, a grieving father, and a broken motor on their fishing boat. Students will read a variety of genres to better understand aspects of the human experience.

Author: Rodman Philbrick

Genre: Realistic Fiction

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: taking on responsibility;
being determined

Making Connections: Text to Text

Students may have prior knowledge about boats and fishing, or they may have read books or seen movies about the topic. Ask: *What do you know about boats and fishing? Have you learned anything about boats and fishing from books you have read or movies you have seen?* Talk about how books and movies about fishing often contain an element of adventure.

Extend the connection by inviting students who have been fishing to tell about their experiences.

For information about fishing with kids, see <http://www.takemefishing.org/fishing/family/fish-with-your-kids>.

Vocabulary

Essential Words: assistance, complicated, cooperated, efficiency, interfere, pry, situation, submerged, variations

Related Words for Discussion: bait, boat, danger, equipment, experience, fuel, lobster, market, traps, weather

Genre/Text Type

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

Supportive Book Features

Text The book is divided into short chapters with titles. The Contents page lists the chapter titles for a quick overview of the book. Dialogue is used throughout the book and keeps the text load light.

Content Though students may not be familiar with boating, fishing, and lobstering, they should be caught up in the adventure and suspense of the story.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The main character uses incorrect grammar throughout the story, which may be a stumbling block for readers. This character sometimes has imagined conversations with his deceased mother. Her words are italicized. At first this may be confusing to students.

Vocabulary Readers may not be familiar with the terms used related to boats, fishing, and lobster harvesting. Provide dictionaries to help students understand terms such as *bilge*, *hull*, *winch*, *barnacles*, *harpoon*, *keel*, and *moorings*. Some regional phrases may be a challenge for students.

ELL Bridge

Go online and find pictures of fishing boats, lobsters, and blue fin tuna so that students can grasp the details in the content of the story. Create a word bank of some of the items pictured, and then have students write sentences about what they see.

Developing Comprehension

Thinking Within the Text

Discuss the events of the story. Ask: *How did Skiff feel differently about things at the beginning and end of the story?*

Thinking Beyond the Text

Point out that the title is a play on the title of a classic novel called *The Old Man and the Sea* by Ernest Hemingway. Say: *That book was about a man's patience as he fished in the ocean. How does this book have a similar theme?*

Thinking About the Text

Say: *The author includes conversations that Skiff has with his deceased mother. Although he is not really talking to her, he thinks about a conversation he might be having with her.* Ask: *Why do you think the author included these perceived conversations?* (to let the reader know what his mother was like and how important she was in Skiff's life; the conversations make Skiff feel like his mother is still with him)

Recognizing Story Structure

Discuss the story structure with students. Ask questions about the setting, characters, and plot, or events (problem, action, conflict, climax, outcome).

- Ask: *What is the setting of the story? Who is the main character? Who are other important characters?*
- As you work through the plot with students, make a flowchart on the board. Say: *The plot is all the events that happen in a story. Think about the important events of this story. What is the problem? What does Skiff decide to do? What makes it difficult for him to solve his problem?*
- Ask: *What is the most exciting part, during which Skiff will either succeed or fail? Does Skiff solve his problem? How did he achieve this?*

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

Regional Phrases

Remind students that people in certain parts of the country sometimes use phrases that people in other areas of the country do not use. In this story, Skiff uses such phrases. You can usually understand the meaning from the context.

- Write *wouldn't be shut of it* on the board. Have students find the phrase at the bottom of page 28 and discuss what it means. (couldn't get it out of my mind)
- Continue with the following phrases and discuss their meanings: *I'm in mind of her* (page 29), *getting on to noon* (page 34), *gandering around* (page 45), *all sussed out* (page 91).

Developing Fluency

Model reading a passage containing dialogue, emphasizing expression and phrasing. Have partners read the conversations aloud. Monitor their expression and phrasing.

Oral Language/Conversation

Talk About Fishing and Lobstering Discuss both the difficulties and rewards of depending on the ocean to make a living.

Extending Meaning Through Writing

- Have students prepare a list of interview questions they would like to ask Skiff about his adventure. (**List**)
- Invite students to write a greeting card to congratulate Skiff on his accomplishment. Make sure they state why they admire what he did. (**Expository**)

Connecting to Everyday Literacy

Refer students to the newspaper article in chapter 25 on pages 189–190 and discuss the important details given in the article. For another example of expository text in the form of a newspaper article, go to <http://www.bangordailynews.com/detail/101529.html>.