GUIDED READING PROGRAM

Text Types

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

- **The BFG**
- **The Calder Game**
- **The Extraordinary Mark Twain (According to Susy)**
- **The Fairy-Tale Detectives (The Sisters Grimm)**
- **My Side of the Mountain**
- **Road to Revolution!**
- **The Ruins of Gorlan (Ranger's Apprentice)**
- **Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle**
- **The Star Crusher (Missile Mouse)**
- **Wringer**

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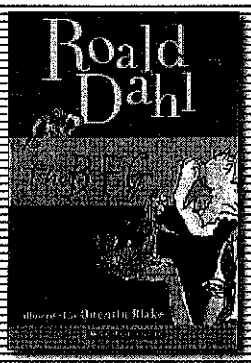
SCHOLASTIC

ITEM S-HT5-31984-6

The BFG

GUIDED READING PROGRAM
Text Types



Summary & Standard

One dark and quiet night, a giant snatches an orphan girl from her bed and whisks her off to Giant Country. The two eventually hatch a plan to rid the world of evil human-eating giants. Students will distinguish fantasy from reality.

Authors: Roald Dahl
Genre: Fantasy
Text Type: Novel
Word Count: 250+
Theme/Idea: making a difference in the world; good versus evil/overcoming evil

Making Connections: Text to Text

Many students will be familiar with Roald Dahl's story *Charlie and the Chocolate Factory* or a movie adaptation of the story. Ask students what they liked best about the story and why it was memorable.

Extend the text and author connection by explaining that Roald Dahl also wrote *James and the Giant Peach* and *The BFG*. Point out that all three of these imaginative stories contain lovable characters, magical elements, and timeless themes.

For information about the author Roald Dahl, see **http://www.roalddahl.com**.

Vocabulary

Essential Words: cavern, invisible, monstrous, nightmare, orphanage

Related Words for Discussion: affection, bond, bullying, relationship

Genre/Text Type

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

Supportive Book Features

Text The table of contents provides an overview of how the plot will unfold. A list of characters, especially the imaginative names of the evil giants (e.g., *Bonecruncher*), foreshadows the fantasy and mischief ahead. Illustrations will help students visualize the BFG and understand the relationship in size between Sophie and the giant.

Content The story's humorous characters, inventive settings, and creative plot will help keep readers engaged.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most of the book is text heavy. You may wish to have students cover one side of the spread with white paper to make reading easier. Explain that the British use single quotation marks instead of the double ones that are familiar to students.

Vocabulary The giants' incorrect grammar and invented words may slow down some students. British terms (*jerseys* on page 28) and spellings (*colour, vapour* on page 80) may be confusing. Discuss unfamiliar words and phrases with students.

LEVEL U

ELL Bridge

The story contains many similes. Help students understand story details by pointing out similes such as *nose as sharp as a knife* (page 15), *ears as big as the wheel of a truck,* and *teeth like huge slices of white bread* (page 25). Read the similes in context and use pictures and actions to help students understand the meanings. Ask them to come up with their own creative similes.

Teaching Options

Developing Comprehension

Thinking Within the Text
Ask students what Sophie learns from the BFG and what the giant learns from Sophie. Point out that the BFG is very insightful about "human beans." Help students understand that although this book is a fantasy, the giant's observations about humans are realistic.

Thinking Beyond the Text
Tell students that one theme or idea in *The BFG* is overcoming evil. Discuss how Roald Dahl explores this theme. Say: *The BFG didn't like what the other giants were doing, but he felt helpless to change the situation. Do you think his response was appropriate? Why or why not? Have you ever been bullied? How did you deal with what happened?*

Thinking About the Text
Point out that much of the book contains dialogue between the BFG and Sophie. Explain that Sophie's questions and the giant's answers help move the story along. Discuss "The Great Plan" on pages 115–124. Ask: *How will a dream be involved in capturing the evil giants?*

Visualizing
Tell students that as they read they use the author's words as well as things they already know to form pictures in their mind. Explain that visualizing is like watching a movie.

- Have students reread the last two paragraphs on page 16. Discuss words the author uses to help students visualize the BFG *(pale wrinkly face; flashing black eyes; huge hand with pale fingers; arm as thick as a tree-trunk)*. Ask how visualizing this character makes students feel.
- Have students read the top of page 24 and tell how they think the giant's cave looks.
- Encourage students to visualize other characters and settings as they read the story.

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

Developing Phonics and Word-Solving Strategies

Multisyllabic Words
The BFG uses many made-up long words. Tell students that to read a long word they should break it into syllables. Remind students that a syllable is a word part with one vowel sound.

- Write *scrumdiddlyumptious* (page 30) on chart paper or on the board and model reading it as you divide it into syllables. (scrum-did-dly-ump-tious) Have students repeat each syllable sound and then blend the syllables together. Continue with *bumplehammers* (page 36) and *snozzcumbers* (page 48). (bum-ple-ham-mers; snozz-cum-bers)

Developing Fluency
Model expressive reading of a section of dialogue (for example, the last seven lines on page 53). Read the chosen passage aloud, and have students echo-read after you.

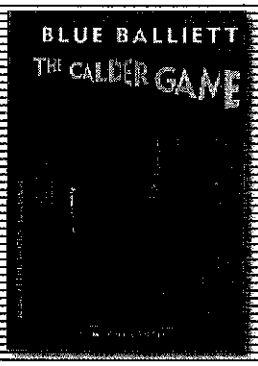
Oral Language/Conversation
Talk About Friendship Discuss how the relationship between Sophie and the BFG changes as the story progresses.

Extending Meaning Through Writing
- Have students write a letter to the BFG begging him to blow a dream through their window. **(Letter)**
- Tell students that BFG are initials for Big Friendly Giant. Have students create a list of other appropriate names and initials for Sophie's giant friend. **(List)**

Connecting to Everyday Literacy
In the story, the BFG creates a label for each dream jar. To link students to real-world expository text, show some product labels. Discuss each label's purpose and the information presented on it. Ask: *Is it important to read labels? Why or why not?* For more information about reading labels, go to **http://www.epa.gov/oppfead1/Publications/whyreadlabel.pdf**.

The Calder Game

GUIDED READING PROGRAM
Text Types



Summary & Standard

Calder Pillay mysteriously disappears while exploring a maze. At the same time, a town sculpture also vanishes. Calder's friends rush to find the clues that will solve both mysteries. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: Blue Balliett
Genre: Mystery
Text Type: Novel
Word Count: 250+
Theme/Idea: solving a mystery; exploring art

Making Connections: Text to Self

Most students will be familiar with puzzles, mazes, and different types of art. Invite students to describe art they have made or seen. Ask: *In what places can you see art? Why do people enjoy making and looking at art?*

Extend the connection by explaining that mobiles are a key part of the story. Ask students to share what they know about mobiles. Ask: *How are mobiles different from other types of art?*

For examples of Alexander Calder's mobiles, see **http://whitney.org/Collection/AlexanderCalder.**

Vocabulary

Essential Words: art, clues, disappear, game, maze, mobile, sculpture

Related Words for Discussion: anger, art, available, enjoyment, entertainment, free, public, shock, surprise

Genre/Text Type

Mystery/Novel Remind students that a mystery is a story about a puzzling event. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text Though the book is long, it is divided into short chapters. The pages have wide margins and plenty of spacing between the lines, which makes tracking easy. Several visual aids, including illustrations, a map, codes, and pentomino mazes, help readers comprehend the plot.

Vocabulary Students will be familiar with the informal, friendly way the three children speak. The author uses some British terms that may be unfamiliar to students, but most of these words are explained in the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The point of view often changes and the sequence of events is not always linear. Encourage students to stop frequently and summarize what they read as a means of monitoring their comprehension.

Content The author includes background information on the history of the setting and about artist Alexander Calder within the context of the narrative. Help students use this information to enhance their understanding of the plot.

LEVEL U

ELL Bridge

Use illustrations to teach adjectives. Have students look at the illustration on page 127. Point out that it shows a street in Woodstock. Work with students to identify words that describe the scene, such as *dark, empty,* and *old.* List the words on the board. In a second column, help students identify at least one antonym for each word. Have students draw a picture that illustrates the antonyms. Have students use the antonyms in complete sentences to describe their picture.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students identify the two mysteries, or disappearances, in the story. Ask: *What clues does the author provide to indicate what happened to Calder and the* Minotaur?

Thinking Beyond the Text

Have students describe the different reactions people in the book have to art. Ask: *How did people in Chicago respond to the Alexander Calder exhibit? How did the townspeople of Woodstock initially react to the* Minotaur? *How did their attitude about the sculpture change?* Have students discuss the purpose of art. Have them revisit their discussion, in light of what they learned from the book, of why people make and look at art.

Thinking About the Text

Point out that the author includes various visual aids, including a map of Woodstock and Blenheim Park, as well as drawings of mobiles and Calder's pentomino mazes. Have students think about why the author chose to include these visuals. Ask questions such as: *How does the map of Woodstock enhance readers' understanding of the setting and plot of the story? Why do you think the author included drawings of various mobiles?*

Understanding Problem and Solution

Remind students that in a mystery, there is always a problem to be solved. The problem may be a crime that needs to be solved or a puzzling situation that needs to be understood. A mystery usually ends with a solution. The solution may be finding out who committed the crime or solving the puzzle.

- Ask: *What crime occurs in Woodstock? Why do some people not consider this act a "crime"?*
- *Why do Tommy and Petra go to England? Why do they think they have the ability to find Calder?*
- *In the end, how are both mysteries solved?*

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 and Metaphors

Remind students that a *simile* is a comparison using *like* or *as* (e.g., *quiet as a mouse*), while a *metaphor* is a comparison in which one thing is described as another (e.g., *a blanket of snow*).

- Have students find the metaphor *her forehead creased into a fence* on page 20. Ask what two things are being compared. (Ms. Button's forehead and a fence) Discuss what this metaphor helps readers understand about Ms. Button.
- Have students discuss other similes and metaphors, such as *patrolling . . . like an army general* (page 14), *black barrel of fur* (page 63), and *fog of worries* (page 128).

Developing Fluency

Model reading pages 8–9. Point out the use of a dash, colon, and semicolon to indicate a pause. Have students take turns reading aloud pages 8–9.

Oral Language/Conversation

Talk About Art Lead a discussion about art. Ask: *Should art be free and available to everyone? How can seeing or creating art affect people?*

Extending Meaning Through Writing

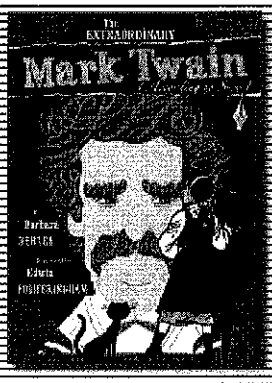
- Have students use the code on page 348 to write a short message. Post the messages. Invite students to "crack the code" to read them. **(Procedural)**
- Have students write the beginning of a mystery story about art. **(Narrative)**

Connecting to Everyday Literacy

Have students look at the code on page 348. Explain that in order to write or read in code, a person must follow a set of procedures. To link students to real-world procedural text, write a simple code with A to Z substituted with numbers 1 to 26. Ask: *What steps must you follow to write or read a message in this code?* For more procedural text about codes, go to **http://www.scouting.org.za/codes/sliding.php.**

The Extraordinary Mark Twain (According to Susy)

GUIDED READING PROGRAM
Text Types



Summary & Standard

This unique book about author Mark Twain intersperses his daughter's journal entries, written when she was thirteen years old, with other details about her father and his work. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Barbara Kerley
Genre: Biography
Text Type: Picture Book
Word Count: 250+
Theme/Idea: exploring the life of Mark Twain; exploring features of a biography

Making Connections: Text to Text

Ask students to talk about biographies they have read, and share how these books relate the important details of a person's life. Discuss who wrote each biography and how these writers gathered information about their subjects.

Continue the discussion by pointing out that this book blends excerpts from a Mark Twain biography written by his daughter Susy with information about the lives that both Susy and her father led.

For additional teaching ideas and resources, see **http://www.cmgww.com/historic/twain.**

Vocabulary

Essential Words: composed, deficiencies, humorist, inspiration, quirks

Related Words for Discussion: account, anecdote, chronicle, habits, observe, opinion, personality, qualities, recount

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 Adding interest to this picture book, Susy's journal entries are inserted throughout the book. An Author's Note provides background information, and a time line adds further support. A guide to writing biographies helps students understand this genre.

Content Students may be familiar with Mark Twain and some of his stories. The colorful anecdotes about his family life as told by his daughter will appeal to students.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Susy's journal entries are integrated into the text as separate, handwritten pages, interrupting the book's narration. Though the narrative follows the order of how Susy wrote her biography, events in Twain's life are presented out of order.

Vocabulary Though Susy's journal entries add interest to the story, they are challenging to read because original errors and misspellings are preserved, and many difficult words are used.

LEVEL U

ELL Bridge

Before students read, discuss several different qualities that they may have. Define the word *quality* as something about a person that defines who he or she is and how he or she acts. Have students pick a favorite character from a book and identify qualities that they feel this character possesses. Help students think up words to describe each quality. Invite students to share their thoughts.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the process Susy follows to write the biography of her father, including a description of her motivations for writing it in the first place.

Thinking Beyond the Text

The quotation from Mark Twain that opens the book claims that, *This is a frank biographer and an honest one; she uses no sandpaper on me.* Ask students to consider what they have read about how Susy wrote her biography and explain what this quotation means and whether it is true or not.

Thinking About the Text

The illustrations provide further information about the events described in the book. Examine the picture on pages 12–13 and discuss how it relates to the text on the page and provides extra information. Ask students to look at other illustrations and explain what they tell the reader. (Note: Book pages are not numbered. Page 3 begins with: *This is a frank biographer....)*

Understanding Point of View

The structure of this book allows for multiple points of view and tells the reader the thoughts and words of different characters. Remind students that first-person point of view lets the reader learn about events directly from the person who experiences them, while third-person point of view discusses events from the perspective of a narrator.

- Ask: *In which point of view are the journal entries and quotations from Susy and Mark Twain?* (first-person) *In which point of view is the main narration?* (third-person)
- Read a section of the book that discusses the same event from the points of view of Susy, Mark Twain, and the narrator. Discuss the different things the reader learns about the life of Mark Twain from the different viewpoints.

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

Difficult Words

Remind students that there are strategies they can use for understanding difficult words.

- Identify *promenaded* on page 53. Say the word slowly, breaking it into syllables. Ask students what they think it means. Use surrounding text and illustrations to confirm the meaning. Help students understand that *promenaded* means "walked up and down."
- Repeat with *ferocious* (page 28) and *octagonal* (page 47).

Developing Fluency

Model fluent reading of page 18, using punctuation and context to guide appropriate phrasing of text with inserted quotations. Then have students read the passage aloud, paying attention to phrasing and expression.

Oral Language/Conversation

Talk About Biographies Discuss with students what information is most important to include in a biography and what should be left out.

Extending Meaning Through Writing

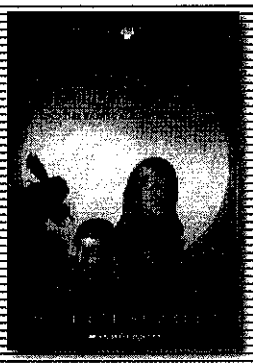
- Have students follow the tips for writing a biography to create their own biographical portrait of a friend or relative. **(Narrative)**
- Have students explain three important things they learned about writing a good biography from this book. **(Expository)**

Connecting to Everyday Literacy

Explain that biographers write interesting facts about their subjects to give readers information. To link students to real-world expository text, share an example of a biographical portrait. Have students discuss how biographers pick and choose which facts to include and how to present each piece of information. For more examples of expository text about Mark Twain, go to **http://shs.umsystem.edu/famousmissourians/writers/clemens/clemens.shtml.**

The Fairy-Tale Detectives (The Sisters Grimm)

GUIDED READING PROGRAM
Text Types



Summary & Standard

After living in a series of foster homes, Sabrina and Daphne expect the worst when they are sent to stay with their long-lost grandmother. They soon learn that saving the town is their family's legacy. Students will comprehend basic plots of a variety of fiction genres.

Author: Michael Buckley
Genre: Fantasy
Text Type: Series Book
Word Count: 250+
Theme/Idea: seeing beyond people's appearances; uncovering family history

Making Connections: Text to Text

Invite students to name fairy tales with which they are familiar. Ask students to identify common elements in fairy tales, such as a hero, a villain, magic, and imaginary characters.

Share the book's title and discuss the name *Grimm* in relation to fairy tales. Explain that two brothers, Jacob and Wilhelm Grimm, collected and wrote down fairy tales in the early 1800s. Up until that time, these stories had only been shared orally. Discuss why telling stories, not reading them, can lead to many different versions of the same fairy tale.

For a collection of Grimm's fairy tales, see **http://www.literaturepage.com/read/grimms-fairy-tales.html**.

Vocabulary

Essential Words: evidence, exploits, furiously, melancholy, metamorphosis, territory

Related Words for Discussion: antagonize, characteristic, defender, rescue, villain

Genre/Text Type

Fantasy/Series Book Remind students that a fantasy is a story that could not happen in the real world. In this series book, students get to know characters they can then follow in other stories.

Supportive Book Features

Text Each chapter head presents a silhouette that hints at what will happen. Full-page illustrations support key story scenes and help students visualize some of the characters.

Vocabulary Students will find the vocabulary accessible and easy to read. Context clues help students understand the more difficult words.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Chapters can be long, but are often broken into sections. Point out that these mid-chapter breaks show where the scene changes or time advances. Some characters, such as Jack the Giant Killer, speak in an Old English dialect that most students will find unfamiliar.

Content While more common fairy tale elements will be easily identifiable, students may not be familiar with others, such as the characters of Puck and Ichabod Crane, or the events from Alice in Wonderland. Point out that some of the references are to books that could be considered fairy tales, but are not part of the Grimm collection.

LEVEL U

ELL Bridge

Help students comprehend the plot of the book by completing a sequence-of-events graphic organizer. After reading each chapter, guide students to identify the most important event that occurred, write a summarizing statement, and add it to the graphic organizer. At the end of the book, review how each event led to the conclusion of the story.

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students recall the beginning of the book. Ask: *How are the two sisters similar to the main characters in other fairy tales?* (They are orphaned. They have lived with cruel people. They have run away many times.) Have students summarize other details or themes that the book has in common with classic fairy tales.

Thinking Beyond the Text
Explain that this is the first book in the Fairy-Tale Detectives series. In a series, some of the characters and action carry over from one book to the next. Ask students to predict which characters will appear in the next book. Ask: *Which unresolved problem will most likely appear in later books?* (the fate of the girls' parents)

Thinking About the Text
Discuss how the author makes clues evident for the sisters, but the girls don't always pay attention. Point out how the author portrays Sabrina as suspicious and stubborn and Daphne as young and naïve. The girls' traits help readers understand why the girls may not pay attention to every clue, making the story more suspenseful.

Drawing Conclusions
Remind students that drawing conclusions helps them better understand and appreciate a story. To draw conclusions, readers combine information they have read with their own prior knowledge to form an idea about the story. Ask:

- *Based on pages 66–67, why are the Everafters like other groups of immigrants who have come to America?*
- *On pages 72–73, Mrs. Grimm reviews why she thinks a giant has arrived. What are these clues and how do they match what you know about giants?*
- *On page 153, how do you know the teacher in the classroom must be Snow White?*

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

Developing Phonics and Word-Solving Strategies

Synonyms
Remind students that synonyms are words with similar meanings. Point out that synonyms add variety to writing and can help readers understand the meaning of a new word.

- Have students read page 183 and discuss *tenacious* and *persistent*. Point out how the author helps readers understand these words through context clues. Explain that students can look for synonyms within the text to help them understand difficult words.

Developing Fluency
Use page 189 to model fluent reading of dialogue and to show how volume, pace, and inflection can convey emotion. Have small groups read the same dialogue as a Readers Theater.

Oral Language/Conversation
Talk About Heroes and Villains Discuss the portrayal of heroes and villains in fairy tales and why the author chose to make Jack a villain.

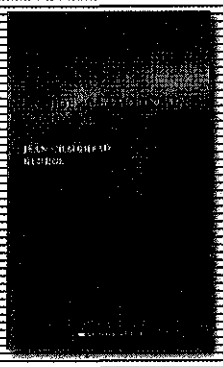
Extending Meaning Through Writing

- Have students write a short story in which they take a ride on the magic carpet. **(Narrative)**
- Have students write sets of rhyming couplets to make their own requests from the magic mirror. **(Poetry)**

Connecting to Everyday Literacy
In the story, many of the characters have jobs that relate to their fairy tale backgrounds. To link students to real-world document text. share a variety of job applications. Have students determine the information that all applications have in common. Stress how the information written on a job application must be truthful. For procedural text about filling out job applications, see **http://www2.scholastic.com/browse/lessonplan.jsp?id=1177.**

My Side of the Mountain

GUIDED READING PROGRAM
Text Types



Summary & Standard

Twelve-year-old Sam Gribley runs away from his home in the city to live in the mountains. How will he cope with the challenges—and dangers—of living all alone in the wild? Students will read a variety of genres to better understand various aspects of the human experience.

Author: Jean Craighead George
Genre: Realistic Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: searching for adventure; becoming independent

Making Connections: Text to World

Discuss with students the topic of running away. Ask them why someone might run away from home. Ask students whether they think running away would solve a person's problems.

Explain that this story is about a boy who runs away to the Catskill Mountains in New York. He plans to live on his own in the wild for as long as he can. Show students photographs of the Catskill Mountains to help them visualize the landscape, flora, and fauna of the book's setting.

For additional information and resources on the Catskill Mountains, see the Catskill Center photo gallery at **http://www.catskillcenter.org**.

Vocabulary

Essential Words: gorge, independent, patrolling, talons, vengeance, venture

Related Words for Discussion: civilization, companionship, refuge, resources, survival

Genre/Text Type

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

Supportive Book Features

Text Each chapter title briefly sums up what students will read. Illustrations provide some text support. A preface provides background information about the inspiration for the story.

Content For the most part, the story is straightforward and easy to follow. Students will be engaged by the boy's thrilling adventure and his resourcefulness, which allowed him to survive.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The book begins with a flashback sequence. Students initially may be perplexed by the shifts in time. Quotations are used to indicate dialogue, journal entries, and Sam's notes. Help students distinguish between the different types of text.

Vocabulary Students may not be familiar with the terms used to name various geographical places, plants, and animals. Have students use the labeled illustrations and, if necessary, a dictionary to help them understand the meaning of these terms.

LEVEL U

ELL Bridge

Explain that many of the words in the book name geographical places, plants, and animals. Read aloud page 5 and point out examples of these words (e.g., *hemlock grove, meadow, gorge*). Label a chart with three columns: *Places, Plants,* and *Animals.* As students read, have them suggest words for each list. Add each word to the list and ask students to draw or find a picture to illustrate each word. Display the visual dictionary for student reference.

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students discuss the challenges presented to Sam by nature as well as the resources provided by nature. Ask: *What part did animals play in Sam's adventure? How did they help him meet his needs? What did he learn from them?*

Thinking Beyond the Text
Have students think about Sam's reasons for wanting to run away from home. Ask students if they think he found what he was looking for. Ask: *How did Sam's attitude about human companionship change over the course of his life in the wilderness?*

Thinking About the Text
Have students notice how the narrative includes informational text. The drawings depict things Sam made and plants he used for food. His notes and journals explain problems he encountered and how he overcame them. Ask students why the author includes so much informational text. Ask: *What purpose does this text serve? What does it add to the story? How does it make the story seem more real?*

Visualizing
Remind students that authors include descriptions to help readers picture what is happening in the story. Sensory details—what characters see, hear, smell, feel, or taste—help readers visualize, or picture in their minds, what is happening.

- Read aloud from the top of page 17 to the top of page 18. Ask: *What senses does the author appeal to in this description of Sam's first night in the woods? What words help you see the scene? What words help you hear and feel it?*
- Read aloud from the top of page 139 to page 140. Ask: *What words in this description help you visualize what the exploding trees sound like?*

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

Developing Phonics and Word-Solving Strategies

Multiple-Meaning Words
Explain that sometimes one word may have several different meanings, and to understand text the reader must use context to figure out which meaning is being used.

- Turn to page 4 and discuss the use of the word *game*. Point out that *game* often means "something done for amusement." But in this story, the meaning of *game* is "wild animals that are hunted and used for food."
- For each of the following words, have students suggest possible meanings and then use context clues to find the correct meaning: *spring* (pages 34 and 146), *season* (page 50), and *hide* (page 58).

Developing Fluency
Model how phrasing helps when reading complex sentences. Have partners read passages aloud, using punctuation and chunking.

Oral Language/Conversation
Talk About City vs. Country Have students discuss the pros and cons of life in the city vs. the wild. Ask: *What do people need to live there?*

Extending Meaning Through Writing

- Have students choose a favorite scene and write a journal entry about it, writing from Sam's point of view. **(Narrative)**
- Have students write an essay stating whether Sam's parents were right to let him live on his own in the woods. **(Persuasive)**

Connecting to Everyday Literacy
When Sam lived in the mountains, he had to catch his own food and cook his own food. To link students to real-world procedural text, share some recipes for making food when camping. Go to **http://teacher.scholastic.com/writewit/news/step1.htm.** Have students read and discuss the ingredients and directions for making one or more of the dishes.

Road to Revolution!

GUIDED READING PROGRAM
Text Types

Summary & Standard

The setting for this book of historical fiction is Boston at the beginning of the American Revolution. Two friends team up to help Boston patriots stand up to the British. Students will read to refine their understanding of how texts work across a variety of genres.

Authors: Stan Mack and Susan Champlin
Genre: Historical Fiction
Text Type: Graphic Novel
Word Count: 250+
Theme/Idea: defending your beliefs; understanding the American Revolution

Making Connections: Text to World

Students will likely have some knowledge of the American Revolution. Ask students to share what they know about the characters in the book who existed in real-life: Samuel Adams, Joseph Warren, Paul Revere, and George Washington.

Point out that the book shows the British soldiers and Tories to be snobbish and mean. Ask students to think about the rebellion from the perspective of those loyal to the British. Ask students why some colonists remained loyal to England.

For more about the American Revolution, visit **http://www.nps.gov/revwar/about_the_revolution/overview.html.**

Vocabulary

Essential Words: massacre, militia, patriot, rebellion, resourceful, strategy, treasonous

Related Words for Discussion: equality, evaluate, perspective, resistance, tyranny

Genre/Text Type

Historical Fiction/Graphic Novel Remind students that historical fiction is a made-up story based on real people and events. The illustrations and their use in the storyline helps depict the historical setting and events.

Supportive Book Features

Text The text includes an explanatory prologue and epilogue, as well as an introduction to the main characters (page 3). The graphic format allows for illustration of action and settings.

Content The context of the American Revolution will be familiar to most students. Encourage students to recall their prior knowledge as they read and to ask questions if they need clarification about a topic before moving forward with their reading.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Students unfamiliar with the comic-book format may have trouble navigating the text. Explain the conventions of the text type, such as the flow of panels and the distinction between speech and thought bubbles, before students begin reading.

Vocabulary The graphic novel includes some challenging vocabulary as well as period-specific terms. Encourage students to use context clues and illustrations to decipher unfamiliar terms.

LEVEL U

ELL Bridge

Students unfamiliar with American history may have difficulty distinguishing fictional from actual events in the book. Explain that although Penny and Nick are inventions of the author, the setting and circumstances were real. Guide students in identifying events that actually happened in the years leading up to the American Revolution. Point out that the epilogue identifies actual events.

Teaching Options

Developing Comprehension

Thinking Within the Text

To help them understand how events affect the main characters, have students summarize the ways Penny and Nick change. You may wish to have students create Venn diagrams for each character, comparing and contrasting each character at the start and end of the book.

Thinking Beyond the Text

Point out that the British thought of the American Revolution as a civil war, or a war between citizens of the same country. Ask: *Why did the British think of the war this way?* Challenge students to see events from a different perspective and to think of reasons the Tories thought they were right.

Thinking About the Text

Point out that though the main characters are fictitious, the events and some of the characters around them are not. Ask students to identify books that they usually read when learning about history. Ask: *Are there facts about the American Revolution you will remember more easily because you read them in this graphic novel rather than in a textbook? Why?*

Understanding Graphic Novels

Explain that a graphic novel is a book that tells a long story using illustrations and dialogue formatted in the style of a comic book. Like a novel, a graphic novel includes a complex plot and well-developed characters. Like a comic book, most of the information is conveyed through illustrations and dialogue.

- Have students read and summarize pages 5–6. Ask: *Does Nick drop his ball and run into the Tory accidentally? How do you know?*
- Have students turn to pages 62–63. Ask them to discuss how the illustrations on page 62 help show the chaos of the British retreat. Then have students look at page 63. Ask: *How does Nick help the colonists as they pursue the British back to Boston?*

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 guess the meaning of an unfamiliar word by using clues found in phrases and sentences near the word. Context clues can include a definition, an explanation, or a synonym of the unknown word. Context clues may include an antonym, which is a word or phrase that means the opposite of a word.

- Have students look at the middle panel on page 62. Point out that the phrase *shooting from behind rocks, trees, and bushes* helps explain the meaning of *guerrilla-style*.
- Direct students to look at the right-hand box in the top panel of page 36. Challenge students to use context clues to define *dithering*.

Developing Fluency

Have small groups of students practice reading aloud expressively. Have them turn to page 7 and each take one role: the Tory, Mr. Snow, or Penny.

Oral Language/Conversation

Talk About History Talk about what drove the colonists to rebel. Ask: *Would you have joined the rebellion had you been a colonist?*

Extending Meaning Through Writing

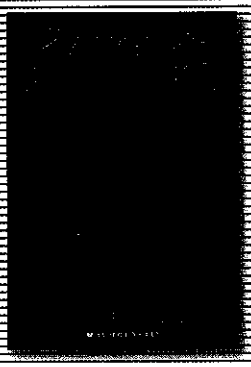
- Have students create a comic strip showing an event in Penny or Nick's life after the two separate in 1776. **(Narrative)**
- Have students use dates and events from the book to develop a time line of the start of the American Revolution. **(Graphic Aid)**

Connecting to Everyday Literacy

Point out that Dr. Warren makes a persuasive speech in Chapter 3. In a persuasive essay, a writer makes an argument and gives reasons that support the argument. To link students to real-world persuasive text, show them a persuasive poster from a magazine or journal. For more persuasive text from Joseph Warren and others, go to **http://library.thinkquest.org/TQ0312848/quotes.htm**.

The Ruins of Gorlan (Ranger's Apprentice)

GUIDED READING PROGRAM
Text Types



Summary & Standard

Will is an orphan who longs to be a knight. As a ward of the castle, he is apprenticed to the mysterious Ranger Halt to become part of the secretive security group of rangers. In this novel, students will read to distinguish fantasy from reality.

Author: John Flanagan
Genre: Fantasy
Text Type: Series Book
Word Count: 250+
Theme/Idea: finding one's purpose; the effects of bullying

Making Connections: Text to Text

Students will probably be familiar with books or movies that take place in medieval times. Have students tell about tales that feature knights and castles. Point out that stories set during that time period often contain elements of fantasy. Ask students why they think this is so.

Have students make a connection to a Robin Hood story. Say: *In the book you will read, the rangers are like Robin Hood and his merry men in that they live outside the castle and use bows and arrows. Unlike Robin Hood, however, they work with the baron of the castle, not against him.*

For additional information on castles see **http://www.kidsonthenet.com/castle/view.html**.

Vocabulary

Essential Words: apprentice, cadets, deficiencies, evaded, inquisitive, nimbly

Related Words for Discussion: appropriate, characteristic, personality, quality, talent

Genre/Text Type

Fantasy/Series Book Remind students that a fantasy is a story that could not happen in the real world. In this series book, students get to know characters they can then follow in other stories.

Supportive Book Features

Text The descriptions of castle life are detailed and help readers understand the setting. Much of the story is told in dialogue that is easy to follow and helps bring the characters to life. A prologue sets the mood for the story.

Content Students will easily identify with issues facing the young characters in the story, such as recognizing and developing talents, learning new skills, making friends, and dealing with bullies.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Although the chapters in this novel are numbered, there are no titles to help with predicting or reviewing. The lack of illustrations makes it more difficult for students to visualize the setting, fantastical creatures, and other foreign elements of the story.

Vocabulary The story uses many challenging vocabulary words that are above the reading level of the book. Students should be able to use context to understand some of the words, but they may need to refer to a dictionary for help with others.

LEVEL U

ELL Bridge

Use visuals, such as a book on castle life with detailed illustrations, to help students understand castle life in medieval times, the weapons of knights, travel on horseback, the life of an apprentice, and so on. Point to specific items and name them. Have students repeat the words and use their new vocabulary in sentences to describe the pictures.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the fantasy and realistic elements of the story. Guide students to understand that the evil-fighting creatures of the villain are the main fantasy element, and that much of the rest of the story is realistic to castle life in medieval times.

Thinking Beyond the Text

Point out the words *The Adventure Begins* on the cover above the title. Discuss how this is the first book in a series and have students consider which characters and plot events might carry over to future books. Ask: *Why do you think the author introduced the villain, Morgarath, in the prologue, but never had him appear in the story again?*

Thinking About the Text

Have students consider why the author used certain fantasy elements and not others. Ask: *Why do you think the author made the villain's fighting creatures fantastical and not realistic? Why do you think the author suggests that the rangers are magical, but then shows that they are not?*

Recognizing Story Structure

Remind students that the plot of every story includes conflict of some kind. Sometimes the conflict is external between two or more characters, and sometimes the conflict is internal as the main character struggles with his or her personal problems. Say:

- *In Chapter 1, we learn that Horace bullies Will. What does Horace learn about bullies in Chapter 9 and later in the story? How does the conflict between Will and Horace change throughout the story?*
- *On pages 9–10, what information does the reader learn about Will's parents? How does that information affect Will's internal conflict of wanting to go to Battleschool versus learning to become a ranger?*

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

Explain that a compound word is a word made up of two or more smaller words. Recognizing the meaning of the smaller words can make the compound word easier to read and may provide clues to its meaning.

- Read aloud the fourth paragraph on page 7 and identify the smaller words in the compound word *Craftmasters*. Have students identify other compound words in Chapter 1 and the smaller words within them. *(Battleschool, Scribemaster)*

Developing Fluency

Have groups of four students take the parts of the characters and narrator on pages 88–90. Encourage them to practice reading the dialogue with proper pacing and expression.

Oral Language/Conversation

Talk About Talents Discuss what characteristics and talents Will has, and how these made him a good apprentice for the Ranger Halt.

Extending Meaning Through Writing

- Have students write a paragraph describing a character from the story. **(Descriptive)**
- Have students compare and contrast apprenticeship and castle life in medieval times with their schooling and home life today. **(Expository)**

Connecting to Everyday Literacy

In the story, Will is an orphan who does not know who his parents were. He longs to have a family history. To link students to real-world document text, share a family tree and a time line. Have students compare and contrast these diagrams. How does each help a person understand the history it represents? For procedural text on how to make a family tree, go to **http://pbskids.org/wayback/family/tree/tree_tips.html.**

Wringer

GUIDED READING PROGRAM
Text Types

Summary & Standard

Palmer does not want to be a wringer who kills wounded pigeons at the pigeon shoot, but he does want to be friends with the boys who can't wait to be wringers. In this novel, students will read to identify the theme or author's message in a grade-level-appropriate text.

Author: Jerry Spinelli
Genre: Realistic Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: dealing with peer pressure; standing up for one's beliefs

Making Connections: Text to World

Talk with students about how a tradition that might have been acceptable once is later questioned because of changing attitudes and beliefs. For example, many people feel differently about the mistreatment of animals or child labor than they once did.

Explain that students will read about a boy who questions his town's tradition of an annual pigeon shoot and finds that he must choose between his desire to fit in and his beliefs.

For more teaching resources and information about wildlife, see **http://www.hsus.org/wildlife**.

Vocabulary

Essential Words: condemn, conscience, humanely, squeamish, suspicions, traitor

Related Words for Discussion: defenseless, harassed, maturity, spectators, tormentors

Genre/Text Type

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

Supportive Book Features

Text The book's narrow column width and ample line spacing will help students track the text easily. Most of the dialogue is tagged with a speaker to help students follow conversations.

Vocabulary The author uses rich language to describe scenes, as well as characters' thoughts and feelings. Context clues and accessible sentence structure will help students determine the meaning of more unfamiliar words, such as *contradiction* on page 16.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The story is divided into three parts: *Wringer, Nipper,* and *Featherfall.* Help students make predictions about each section before reading. Have them summarize each section after reading to check their comprehension.

Content Some students may have difficulty with the topic of the story. Help them to focus on the main character and how he deals with the conflicts he experiences. Discuss the positive, as well as the negative, aspects of the story so students see a balanced view of the characters and of the story's resolution.

LEVEL U

ELL Bridge

Assist students with comprehension by demonstrating how to pause at natural points in the story and ask questions about what they have read. For example, in the first part of the story, ask: *Why doesn't Palmer want to be a wringer? Why does he do things when he is with his friends that he wouldn't normally do?* Help students locate text that supports their answers.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss with students the conflict that Palmer has throughout the story. Ask: *Why does Palmer want to be with the boys? What does he do to keep Nipper safe? How does this change how he would normally act? How does the conflict change after Palmer proclaims his beliefs?*

Thinking Beyond the Text

Have students think about the role of violence in the story, including "The Treatment," the way Mutto and Beans treat Henry and Dorothy, and the pigeon shooting. Talk about emotional as well as physical violence as a factor in Palmer's life and in his decisions.

Thinking About the Text

Point out the text that is formatted like newspaper articles at the beginning and end of the book. Discuss how the articles serve as a prologue and epilogue. Ask how this formatting makes the story more real. Have students reread both articles after finishing the book and ask: *What do you think has changed in the town and what has stayed the same?*

Understanding Theme

Explain to students that a story's theme is the most important message the author wants readers to understand. Point out that the theme is often not stated directly, but is implied through characters' actions, thoughts, and speech—and from events and the outcome of the story. Ask:

- *Which characters are portrayed as good or bad? How do you know which is which? How does Palmer exhibit both good and bad traits?*
- *How does Palmer both succeed and fail at the end of the story? How does Beans fail?*
- *What message do you think the author is giving about animal cruelty and standing up for one's beliefs?*
- *What do you think is the theme of the story?*

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

Developing Phonics and Word-Solving Strategies

Similes

Remind students that a simile is a comparison using *like* or *as*, such as *dragonfly hovered before his eyes like a tiny helicopter* on page 18.

- Read with students the first full paragraph on page 227, and have them identify the simile (*like October leaves*). Discuss how the simile helps the reader visualize the scene. Then have students read and discuss another simile: *tilting like a sailboat blown over* (page 39). Challenge students to find additional examples of similes.

Developing Fluency

Select a dialogue-heavy passage, like the one on pages 174–175, to read aloud to demonstrate how expressive dialogue can bring characters to life. Assign passages with dialogue to partners to practice reading.

Oral Language/Conversation

Talk About Peer Pressure Discuss how peer pressure can affect a person. Ask: *What does peer pressure do to Palmer and how does he resist it?*

Extending Meaning Through Writing

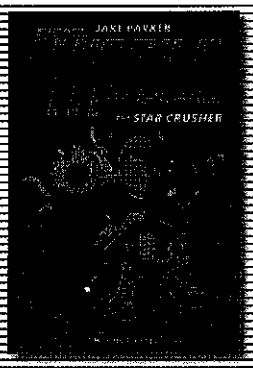
- Have students use a Venn diagram to compare two characters in the story. **(Graphic Aid)**
- Have students write a short continuation of the story to tell what happens after Palmer takes Nipper. Does Nipper survive? What does Palmer say to Dorothy, his parents, and Beans? **(Narrative)**

Connecting to Everyday Literacy

In the story, Palmer borrows a book from the library to learn more about pigeons. To link students to real-world expository text, share information about pigeons from **http://www.birds.cornell.edu/pigeonwatch/resources/cool-facts-about-pigeons**. Ask: *What is the purpose of this text? Did you learn any new facts?*

The Star Crusher (Missile Mouse)

GUIDED READING PROGRAM
Text Types



Summary & Standard

Bzzzzzzz! Blazzz! Bam! The RIP, or Rogue Imperium of Planets, is ready to zap an entire solar system. Can Missile Mouse save the galaxy? Students will read to refine their understanding of how texts work across a variety of genres.

Author: Jake Parker
Genre: Science Fiction
Text Type: Graphic Novel
Word Count: 250+
Theme/Idea: fighting crime; taking risks to solve problems

Making Connections: Text to Text

Many students will be familiar with the science fiction genre. Ask them to tell about science fiction they have read or seen in movies. Say: *Although science fiction stories are often set in the future, they frequently relate to issues that are important in the world today.*

Extend the connection by telling students that the science fiction story they are going to read is told in the form of a graphic novel. Discuss how a graphic novel is different from a comic book. Point out that both use illustrations, but a graphic novel has a more complex plot.

For resources for teaching graphic novels, see **http://library.buffalo.edu/libraries/asl/guides/graphicnovels.**

Vocabulary

Essential Words: asset, cache, exploited

Related Words for Discussion: biofuel, conservation, efficiency, hydropower, resources

Genre/Text Type

Science Fiction/Graphic Novel Remind students that science fiction is a story that deals with scientific subject matter and may be set in the future. The illustrations and their use in the storyline add to the story's futuristic elements.

Supportive Book Features

Text The graphic treatment of the text will assist students in following the story's action-filled plot. Dialogue is included in speech bubbles, allowing students to easily identify who is speaking.

Content Students should enjoy the escape that the action-packed graphic novel provides.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Some students may need help knowing the order in which to read the graphic panels. A page may have panels that are read from top to bottom, as well as from left to right, as on page 12.

Vocabulary Although many of the story's graphics provide context clues, a number of high-level science terms appear throughout the story. For example, students may know the word *plasma* as "the liquid part of blood." However, in the novel, *plasma* is "an ionized gas." Point out that the Sun and other stars are forms of plasma. Students may also be familiar with the term *organic* but not as it is used in the story.

LEVEL U

ELL Bridge

Guide students to understand the use of onomatopoeia in the graphic novel. Explain that onomatopoetic words are often spelled the way they sound. Point out the words *zap* on page 3 and *boom* on page 49. Encourage students to say the words with emphasis. Tell them to keep track of the onomatopoetic words they encounter in the story.

Teaching Options

Developing Comprehension

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

Thinking Beyond the Text
Have students reread page 26. Say: *Does the galactic union in the last panel remind you of any existing organizations?* Guide students to see the parallels between the galactic union and the United Nations. Say: *The union wants to destroy the technology responsible for the star crusher. Do you know of any technology that groups want eliminated from our planet? Explain.*

Thinking About the Text
Point out that the author does not include dialogue in every panel and that some pages have no dialogue at all, for example, pages 90 and 166–167. Ask: *Why do you think the author chooses to tell some parts of the story only in pictures? Do you think this is effective? Why?*

Understanding Flashbacks
Tell students that in a flashback, an author includes an event that happened before the time of the story. Explain that a flashback interrupts the plot of the story and may give information that explains why a character thinks or acts in a certain way.

- Have students read from the last three frames on page 29 to the middle of page 32. Say: *Missile Mouse has a flashback after he takes a crystal out of his bag. Why do you think seeing the crystal causes him to remember this particular episode from his past? What do you learn about Missile Mouse from the flashback?*
- Tell students to read pages 79–82. Ask: *What do you learn about Missile Mouse's past in this flashback? How does it help you understand why he devotes his life to fighting the RIP? We discover on page 82 that Missile Mouse dreamed about this event. Why do you think the author includes the flashback in a dream?*

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

Developing Phonics and Word-Solving Strategies

Using Context Clues
Remind students that they can often figure out the meaning of an unknown word by looking at clues found in the phrases and sentences near the unfamiliar word.

- Turn to page 60 and read the sentence, *Send in the mercenary.* Say: *I'm not sure what* mercenary *means, so I will continue reading and look for clues. On page 61, the mercenary Gurne tells General Nivlak that he will work for him for a price. This suggests that a mercenary is someone who does work just for money.*
- Point out that illustrations can also provide context clues. Challenge students to use text and picture clues on pages 98–99 to define the word *silo.*

Developing Fluency
Model how to pronounce difficult names and challenging words, such as those found on page 24. Then, have students work with a partner to reread the text with proper pronunciation.

Oral Language/Conversation
Talk About Energy Talk about the Cerebellians' search for renewable energy. Discuss our forms of renewable energy and benefits of these sources.

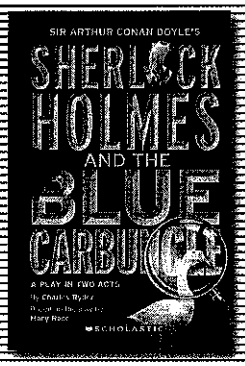
Extending Meaning Through Writing
Have students write a description of Missile Mouse's actions on page 90. **(Descriptive)**

In the story, Hyde and Nivlak escape. Ask students to write and draw graphic panels that tell what the two are planning to do next. **(Narrative)**

Connecting to Everyday Literacy
Say: *Before Missile Mouse could complete his mission, he had to learn the facts about the case* (see page 24). To link students to real-world expository text, show them a fact book. Have students use the book to look up facts to answer their questions on a given subject. For more examples of expository text, go to **http://www.factmonster.com/**.

Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle

GUIDED READING PROGRAM
Text Types



Summary & Standard

Using his astute powers of observation and his ability to draw conclusions from the tiniest of details, Sherlock Holmes solves a challenging mystery. Students will read to comprehend basic plots of a variety of fiction genres.

Author: Charles Ryder
Genre: Mystery
Text Type: Play
Word Count: 250+
Theme/Idea: making observations; uncovering clues to solve a crime

Making Connections: Text to Text

Most students will have read stories with detectives as main characters or have seen them in movies or on TV. Have students name traits they believe a good detective needs.

Explain that Sherlock Holmes was a famous detective character created by Sir Arthur Conan Doyle more than 100 years ago in Victorian England. He was known for his keen sense of observation. Tell students that the play they will read is based on a short story about the famous detective. Have students compare and contrast a written story and play.

For information about Sherlock Holmes and his creator Sir Arthur Conan Doyle, see **http://www.mysterynet.com/holmes/**.

Vocabulary

Essential Words: compelled, conclusions, culprit, elementary, figment, genius

Related Words for Discussion: clues, details, detective, flashbacks, imagination

Genre/Text Type

Mystery/Play Remind students that a mystery is a story about a puzzling event. This play format includes real-world dialogue and stage directions.

Supportive Book Features

Text The introduction provides background and an overview of the play. The list of characters should help readers keep track of who's who.

Content The plot moves along at a steady pace, with Holmes quickly uncovering clue after clue. Students will enjoy eliminating suspects as the plot unfolds.

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Many sentences are long and fill several lines. Remind students to let punctuation guide them in their reading for fluency and comprehension. The frequent use of dashes and ellipses may confuse some students. Read aloud a sentence that includes this type of punctuation to demonstrate pauses.

Vocabulary The play contains some British spellings, such as *commissionaire* (page 7). Tell students their American English counterparts and discuss what the words mean. Help students understand unfamiliar words and phrases, such as *lest* (page 8), *By Jove* (page 14), and *shilling* (page 24).

LEVEL U

ELL Bridge

To help students understand how Holmes uses clues to solve mysteries, have them reread pages 11 and 12. Point out that in this scene, Holmes needs to figure out who is the owner of the hat. Have students identify the clues Holmes uses and write them on a chart or on the board. To verify comprehension, ask questions such as: *How does Holmes know the man is out of shape?*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss why the plumber was accused of taking the carbuncle. Ask students to recall what evidence is uncovered to prove the plumber's innocence and who was really involved in the theft.

Thinking Beyond the Text

Remind students that the play is an adaptation of an existing story. Discuss why an author might choose to rewrite a story in a different format. Ask: *Do you think it would be easy to change a story into a play? Why? What might be some challenges for the author? After reading this play, would you be interested in reading the short story on which it is based? Why?*

Thinking About the Text

Have students notice how the author has the narrator, Sir Arthur Conan Doyle, speak directly to the reader. Ask: *How does the author make Doyle seem like a friend to the reader? What information does Doyle supply that is helpful in understanding the play?*

Understanding Character

Remind students that readers learn about characters by their actions, by what they say, and by what others say about them. Discuss how the author shows what Sherlock Holmes is like. Say:

- *On pages 5–6, we learn about Holmes through the narrator. What does Doyle say about this character?*
- *Holmes has the reputation of being a master at solving challenging problems by attending to details. Read pages 11–12. How do Holmes's actions and words show this about his character?*
- Have students find other examples in the play that show what Holmes or other characters are like.

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. Authors use synonyms to make their writing more interesting.

- Have students read page 3 and discuss the meanings of the words *detective* and *sleuth.* Encourage students to use context clues to determine the meanings of the words and tell how they are synonyms. Have students use the synonyms in other sentences.
- Repeat for *tattered* and *worn* (page 12) and *brilliant* and *genius* (page 31).

Developing Fluency

Have students choose a scene to read together. Have each student select a character part or the stage directions to read. Encourage students to read with expression.

Oral Language/Conversation

Talk About Flashbacks Discuss the purpose of the flashback on pages 15–16. Ask why Doyle often travels back in time in his books.

Extending Meaning Through Writing

- Have students write a scene in which James Ryder tells his family what happened to him. **(Narrative)**
- Have students write a paragraph telling why they think Sherlock Holmes makes a good subject for movies or TV shows. **(Expository)**

Connecting to Everyday Literacy

Tell students to pretend they are presenting the play to other classes at their school. Ask: *How would you advertise the play? What would you include to make others want to attend?* To link students to real-world persuasive text, share a poster or flyer about an upcoming event in school or the community. For more persuasive text, go to **http://www.learner.org/workshops/middlewriting/images/pdf/jw-drama%20class.pdf.**