

GUIDED READING PROGRAM

Text Types



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

- **The Great Cow Race (Bone)**
- **Houdini: The Handcuff King**
- **I Am a Star: Child of the Holocaust**
- **Max the Mighty: A Novel**
- **Mind Readers: Science Examines ESP**
- **Numbering All the Bones**
- **The Phantom Tollbooth**
- **Stowaway**
- **The Titan's Curse (Percy Jackson & the Olympians)**
- **Torn Thread**

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012.

Copyright © 2011 by Scholastic Inc.

All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

ISBN-13: 978-0-545-31992-8 ISBN-10: 0-545-31992-7

SCHOLASTIC and associated logos are trademarks and/or registered trademarks of Scholastic Inc.

1 2 3 4 5 6 7 8 9 10 05 20 19 18 17 16 15 14 13 12 11

ISBN-13: 978-0-545-31992-8
ISBN-10: 0-545-31992-7



SCHOLASTIC

ITEM S-HT5-31992-7



The Great Cow Race (Bone)



Summary & Standard

Three fantastical creatures make up the Bone family. One of them hatches a get-rich-quick scheme on a village cow race that turns into a disaster. Students will comprehend basic plots of a variety of fiction genres.

Author: Jeff Smith
Genre: Fantasy
Text Type: Graphic Novel

Word Count: 250+
Theme/Idea: appreciating genuine friends;
find out that scheming often leads to trouble

Making Connections: Text to Text

Many students may be familiar with the Bone series of nine books that focuses on the adventures of the Bone cousins and their friends Thorn and Gran'ma Ben. Point out that *The Great Cow Race* is the second book in the series. Tell students that the books are graphic novels. Explain that a graphic novel is similar to a comic book in that it tells a story through illustrations and dialogue in speech balloons.

Point out that the author, Jeff Smith, published the first Bone book as a comic in 1991. For more information about Jeff Smith and his books, see www.scholastic.com/bone/author.htm.

Vocabulary

Essential Words: competition, contestant, debt, decrepit, intuition, outrage, riot, treaty

Related Words for Discussion: advantage, advice, ferocious, judgment, ridiculous, romantic, rumor

Genre/Text Type

Fantasy/Graphic Novel Remind students that a fantasy is a story that could not happen in the real world. The illustrations and their use in the storyline add to the story's fantastical and often surreal quality.

Supportive Book Features

Text The speech balloons will help students understand which character is speaking. Tell students to read the dialogue from left to right and top to bottom to follow the sequence of speakers.

Vocabulary The majority of the words will be familiar to students. The few challenging words found throughout can be defined using text and picture context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students who are not familiar with either comic books or graphic novels may at first be confused by this method of telling a story. Explain that the dialogue is in the speech balloons. The setting and the action are shown in the illustrations.

Content Due to the fantastical nature of the characters and setting, students may have trouble comprehending the plot. Encourage them to read the synopsis on the back cover. Then direct them to preview chapter titles. With this background information, students will be able to quickly enter into the story.

ELL Bridge

To aid students' comprehension, help them decipher idioms. For example, on pages 7–8, have students identify what Fone means by *This is gonna be like taking candy from a baby*. (easy) Ask: *From the pictures, do you think it's easy? Why?* Continue with others such as *long face* (page 1), *the motherlode* (page 9), *drum up some business* (page 12), and *break a sweat* (page 15).

Developing Comprehension

Thinking Within the Text

Recall with students the main plot of the story that focuses on Phoney's scheme for the cow race, and the different subplots with Fone and Thorn, Thorn's past, and Gran'ma Ben's relationship with Thorn and the Bones. Discuss how the subplots impact the main action of the story.

Thinking Beyond the Text

Point out the words *To Be Continued* on page 133. Say: *Some stories or television shows in a series state these words. When you see them, you know the next story or episode will pick up where the last ended.* Ask students to brainstorm what kinds of things might happen in the next installment of this series.

Thinking About the Text

Explain to students that using graphics to tell a story leaves much of the interpretation of the story up to the reader. Discuss how the author uses different graphic elements, such as a broken heart and sound words, to illustrate feelings and action.

Drawing Conclusions

Remind students that readers often draw conclusions about a story. They use what they read along with what they know from experience to form an opinion about what is happening that isn't directly stated. Ask questions such as the following to help students draw conclusions.

- *Why is Fone so sensitive about who Thorn walks around the fair with?*
- *Why is Phoney so upset when Lucius wants to bet his tavern on Gran'ma Ben winning the race?*
- *After Gran'ma Ben wins the race, the next scene shows her and others moving through the forest at night. What conclusions can you draw about what happened?*

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

Reading Homophones

Remind students that homophones are words that are pronounced the same, but spelled differently. Explain that homophones are often used to create puns, which are humorous plays on words.

- Recall with students what the rat creature says when it sees Smiley in the cow suit on page 84. (*cow meat*) Ask what Smiley says. (*Yes, it is a cow meet.*) Discuss the different meanings of *meat/meet* and how they are used to create humor.
- Do the same with *stake 'n' eggs (steak)* on page 96.

Developing Fluency

Model using punctuation and words in capital letters to read dialogue expressively on pages 96 and 97. Then have partners choose other parts of the story to read to each other.

Oral Language/Conversation

Talk About Rumors Point out that Phoney used rumors to put together his scheme. Discuss how rumors start and the trouble they can cause.

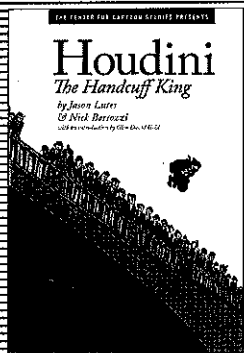
Extending Meaning Through Writing

- Have students write a newspaper article detailing the events of the Great Cow Race. (**Expository**)
- Ask students to select a section of the graphic novel and rewrite it as a traditional narrative. Discuss how the form of storytelling changes the effectiveness of the story. (**Narrative**)

Connecting to Everyday Literacy

Point out that the events of the story take place during a spring festival. To link students to real-world expository text, discuss regional festivals near your community and display an announcement about one. For more examples of expository text regarding festivals, see <http://www2.scholastic.com/browse/article.jsp?id=3750337>.

Houdini: The Handcuff King



Summary & Standard

Handcuff King Harry Houdini was a master at escape. This graphic novel unlocks the secret to one of his tricks. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Jason Lutes and Nick Bertozzi

Genre: Biography/Historical Fiction

Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: entertaining others; taking risks for show and reward

Making Connections: Text to Text

Discuss what students know about graphic novels. Point out that graphic novels often contain suspense and action.

Extend the connection by discussing why some stories are more effective as graphic novels. Ask: *What makes a graphic novel so appealing? Is it easier to understand a graphic novel than a traditional book? Why?* Tell students they will read about a famous escape artist, Harry Houdini, in a story that blends biography and historical fiction. For additional teaching ideas and resources, see <http://www.scholastic.com/graphix>.

Vocabulary

Essential Words: absurd, amaze, feat, illusion, magician, perform, restraint

Related Words for Discussion: escape, drama, fake, fame, loyal, obsessive, stunt

Genre/Text Type

Biography/Historical Fiction/Graphic Novel

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

Supportive Book Features

Text The introduction gives an extensive overview of Houdini's life. The images and text work together to provide a clear picture of Houdini himself and keep the reader in suspense. The panel discussions at the end of the book provide background information.

Content Students will be fascinated by Houdini's daring antics and enjoy being "in on" the secret of his successful escape.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may be challenged by the typeface used in the book. Also, some of the words are written in all capital letters, which may be tricky for some students to read.

Content Note that this book was written to be historically accurate and does contain disturbing references. (See page 13 for an example.) To help students understand the historical context, you may want to review with students the panel discussion at the back of the book prior to reading. Encourage students to talk about their reactions in an open and respectful manner.

ELL Bridge

Tell students that writers sometimes use expressions that mean something other than what they literally mean. Help students use context to understand idioms in the text, such as *jaws of death* (page 58) and *done for* (page 73). Have students find the following idioms and discuss their meanings: *knock on wood* (page 15), *swollen head* (page 26), and *break a leg* (page 31).

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss how Houdini prepared for the stunt in the book. Have students describe the part Bess played in his escape. Ask: *Why was it important that everything go like clockwork?*

Thinking Beyond the Text

Tell students that some people do not consider graphic novels to be as good as traditional books. Ask: *Why do you think people might feel that way? How might you convince them that this graphic novel is an effective way to tell a story?*

Thinking About the Text

Tell students that the Introduction at the beginning of the book and the Panel Discussions at the end of the book provide extensive information about Houdini and the world in which he lived. Ask: *Why do you think the author included these features? How did they help you as you read the graphic novel?*

Understanding Historical Context

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

- Have students compare the illustrations on pages 2 and 82. Ask: *What changes have occurred over the years?* Have students study other pictures in the book to learn about the early 1900s.
- Have students turn to the back of the book and read about the panel on page 26. Help students understand that communication in 1908 was quite different than it is today.
- Ask students how they think Houdini's career would have been different if he lived today. Ask: *Do you think he would have been able to keep the secrets of his tricks? Why?*

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

Developing Phonics and Word-Solving Strategies

Onomatopoeia

Remind students that onomatopoeic words, such as *arrgh*, are often spelled the way they sound. Graphic novels rely on onomatopoeic words for sound effects to make the story seem more real.

- Ask students to turn to page 52 and find *Who!* Ask: *Is this a real word? How would you say it? What does it mean?*
- Have students find other examples of onomatopoeia. Ask students to tell what sounds the words stand for.

Developing Fluency

Have partners choose a series of panels in the graphic novel, such as pages 47–50 or page 51. Have partners each choose a character and read the scene aloud. Remind students to read as though the characters are speaking.

Oral Language/Conversation

Talk About Loyalty Houdini demanded loyalty from his family and friends. Ask students to name people to whom they are loyal and tell why.

Extending Meaning Through Writing

- Have students write a newspaper article documenting Houdini's escape. (**Expository**)
- Have students create a poster describing and illustrating Houdini's historic jump. Encourage students to include descriptive adjectives in their poster. (**Descriptive**)

Connecting to Everyday Literacy

At the end of the novel, Houdini wonders if people will remember him. Point out that Houdini would be surprised to find out that they do. To link students to real-world expository text, show an Internet article about Houdini. Preview the article. For additional expository text, see <http://www.apl.org/history/houdini/biography.html>.

I Am a Star: Child of the Holocaust

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

The author vividly recounts her experiences as a German Jewish child during World War II, including her family's relocation and then deportation to a concentration camp. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Inge Auerbacher

Genre: Autobiography

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: triumph in the face of adversity;
a person's will to survive

Making Connections: Text to World

Students may have knowledge about World War II, Adolf Hitler, and the Holocaust. Ask students to share what they know and their sources, such as books, movies, or accounts from people who had firsthand experience. Use the responses to create a concept web on the board.

Extend the discussion by asking if students think something like the Holocaust could happen again. Ask for reasons for their beliefs.

For additional background information and resources on the Holocaust, see <http://www.ushmm.org/education/foreducators>.

Vocabulary

Essential Words: catastrophe, compelled, extermination, harsh, inferior, starvation

Related Words for Discussion: courage, discrimination, genocide, propaganda, survival

Genre

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

Supportive Book Features

Text Each chapter includes a descriptive title that relates clues about what students will read. The text is supplemented with numerous visual aids, including photographs, maps, and images of historical documents. The first three chapters provide historical background on events that led to the Holocaust and a timetable of key events.

Vocabulary Each of the book's poems corresponds to a real-life event the author recounts in the text. The poems feature familiar, easy-to-understand language. A German/English dictionary will help with pronunciations.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Though graphic elements help break up the text, the small type size is still challenging. The poetry, though supportive of the story, is in a small italic type that is also hard to read.

Content The book includes graphic descriptions of violence and human suffering, both in the text and in the drawings. Encourage a non-exploitative reading of the subject matter.

ELL Bridge

Model how to use visual aids to enhance comprehension. Explain that each photo corresponds to something the author describes in the text. Read aloud the first paragraph on page 3. Point out that the photos on page 2 show the places mentioned in the text. Read aloud the first paragraph on page 5. Have students use the photos to enhance their understanding of the word *synagogue*.

Developing Comprehension

Thinking Within the Text

Ask students to share examples of human kindness and compassion from the book. Have them discuss why these actions were both courageous and dangerous.

Thinking Beyond the Text

Have students think about what they learned from the book. Ask: *Why did the author want others to know her story? Why do you think it is important for people today to learn and read about the Holocaust? What will you remember most about this book?*

Thinking About the Text

Have students think about the visual aids the author includes. Ask: *What do these add to the book? Point out the author's personal poems and the drawings from another Holocaust survivor. Ask: Why do you think the author chose to include these types of material? How do they affect your understanding of the text?*

Generating Questions

Remind students that generating questions can help them better comprehend what they read. In order to answer their questions, they need to read carefully. Read aloud page 1. Model generating questions about the text.

- *How did the author survive being sent to a concentration camp?*
- *What was life like for a child in a concentration camp? Did people still celebrate birthdays?*
- Have students generate their own questions as they read and locate the answers in the book. Have them write their questions in the first column of a two-column chart and the answers in the second column. Encourage students to include the page number that tells where in the book they found the answer.

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

Reading Words with Prefixes

Review with students that a prefix is a word part added to the beginning of a word that changes the meaning of the word.

- Tell students the prefixes *im-* and *un-* can mean "not." Have students turn to page 1 and find a word with the prefix *im-*. Have them put their finger over the prefix and read the rest of the word. Explain that *impatiently* means "not patiently." Repeat for the words *unimaginable* on page 1 and *inhuman* on page 41.

Developing Fluency

Model fluent reading of one of the poems from the book so that students can hear the rhythm and flow of the language. Then have partners select a poem and practice reading every other stanza.

Oral Language/Conversation

Talk About Discrimination Discuss examples of discrimination from the book and forms of discrimination that still exist in the world.

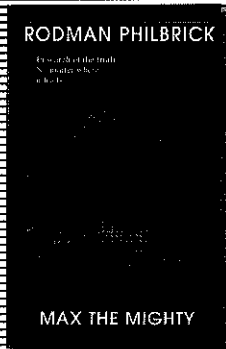
Extending Meaning Through Writing

- Have students write their own poem about an event from the book. (**Poetry**)
- Have students make a time line of important events in the author's life. (**Graphic Organizer**)

Connecting to Everyday Literacy

The book includes facsimiles of the author's transport papers and her identification papers. Display images of other historical documents related to the Holocaust to link students to other real-world expository text. Have students discuss how these documents can enhance their understanding of historical events. For more expository text related to the Holocaust, go to <http://www.ushmm.org/outreach/en>.

Max the Mighty: A Novel



Summary & Standard

When Max rescues a classmate from a bully, it begins a chain of events that leads the two outsiders on a cross-country journey that uncovers a painful secret. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Rodman Philbrick

Genre: Realistic Fiction

Text Type: Novel

Word Count: 250+

Theme/Idea: building a friendship; being different from others

Making Connections: Text to Self

Students may have experienced bullying or know someone who has. Students may also have seen stories about bullies on TV or in movies. Ask them to share their experiences or tell about stories they have seen.

Extend the connection by explaining that the main character in the book rescues a classmate from a bully. Ask: *Why do some people bully others? In what ways is bullying harmful? What could you do if you saw someone being bullied?*

For additional teaching ideas and resources, see www2.scholastic.com/browse/collateral.jsp?id=858_type=Book_typeId=2779.

Vocabulary

Essential Words: criminal, gigantic, hearse, isolated, kidnapping, shabby, weird

Related Words for Discussion: appearance, bully, different, judge, outsider, tease

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 story is divided into short, numbered chapters. The chapter titles give clues to what will happen next. The fast-paced plot will keep students interested in the story and make them want to read on to find out what happens next.

Vocabulary Most of the vocabulary will be familiar to students, and they will be able to relate to the informal speech used by the youthful main characters.

Praise students for specific use of “Behaviors to Notice and Support” on page 118 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text There are no illustrations, but the author’s detailed descriptions will help students visualize the people, places, and actions in the story.

Content Some students may be uncomfortable with content and language related to bullying and domestic violence. Discuss these incidents from the book and how they relate to the story’s characters, plot, and themes and why the writer included them in the story.

ELL Bridge

To help students practice visualizing events in the book, have them select a scene from the book and create a storyboard as if they are planning to shoot the scene for a movie. Have them describe the positions of the characters, their gestures, and their facial expressions, as if directing actors in this scene. Encourage students to speak in complete sentences.

Developing Comprehension

Thinking Within the Text

Have students recount Max and Rachel's journey from their hometown to Chivalry, Montana. Ask: *Whom do they meet on their journey? Which characters help them, and which ones work against them? What do Max and Rachel discover in Chivalry? What is Rachel's secret?*

Thinking Beyond the Text

Have students discuss the different ways the characters in the book help each other. Ask: *How did Max help Rachel with two different kinds of bullies? How did the Dippy Hippie and Hobo Joe help Max and Rachel achieve their goal? Why is it important to show compassion to others?*

Thinking About the Text

Have students discuss the title of the novel. Ask: *How did the main character get the name "Max the Mighty"? In what ways is Max like a hero? In what ways is he not like a hero? How can you tell that Max struggles with the idea of someone thinking of him as a hero?*

Understanding Cause and Effect

Explain that an effect is what happens, and a cause is what makes an event happen. Tell students that cause-and-effect relationships can help reveal story characters.

- Remind students of the chain of events that leads Max to Rachel's apartment. Ask: *Why does Rachel give Max the book? Why do you think she trusts him?* Explain that Max helped Rachel with the bully. His actions caused her to trust him and seek his help with another, more serious problem.
- Have students find other cause-and-effect relationships that reveal something about the characters. For instance, Max's experiences with his own parents cause him to help Rachel escape from her abusive stepfather. This reveals that Max does not want Rachel to be hurt like his mother was.

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

Remind students that a colloquialism is an informal word or phrase used by a particular group of people, such as *gonna*.

- Point out the expression *goes mental* on page 5 and work with students to use context to define this phrase.
- Have students identify and define other colloquialisms, such as *punch your lights out* (page 6), *You're toast* (page 8), *doughnut head* (page 37), and *Are you cracked?* (page 166).

Developing Fluency

Model fluent reading of a passage, stressing appropriate pauses that would occur at the ends of sentences, before commas, and so on. Then have students choral-read the passage with you.

Oral Language/Conversation

Talk About Being Different Lead a discussion about how others treated Max and Rachel as being different and how it feels to be an outsider.

Extending Meaning Through Writing

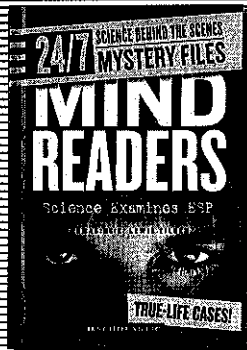
- Have students write a persuasive paragraph about whether Max was right to hide Rachel from her stepfather. (**Persuasive**)
- Have students retell part of the story from Rachel's point of view. (**Narrative**)

Connecting to Everyday Literacy

Remind students that Max and Rachel became friends after Max saved her from being bullied. To link students to real-world expository text on bullies and bullying, go to <http://pbskids.org/itsmylife/friends/bullies/index.html>. Read "What is bullying?" and "Who's a bully?" and any other articles of interest. Review each article. Discuss the explanations and what students can learn from the articles.

Mind Readers: Science Examines ESP

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Is ESP real? Or is it just coincidence or keen perception? This text tries to unravel the mystery by presenting case studies, articles, and opinions from scientists. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Thomasine E. Lewis Tilden

Word Count: 250+

Genre: Informational Text

Theme/Idea: debating the existence of ESP; listening to arguments

Text Type: Chapter Book

Making Connections: Text to Self

Invite students to share a time when they guessed what another person was thinking or predicted an event. Ask: *Does it happen often? Why do you think you were able to do this?*

Explain that some people claim to have ESP (extrasensory perception), which allows them to see or sense things that other people do not. This book contains case studies, tests, and arguments from scientists.

For more about the *24/7: Science Behind the Scenes* collection of books, visit <http://teacher.scholastic.com/products/classroombooks/>.

Vocabulary

Essential Words: conveyed, evidence, fascinated, interpretation, research, theories

Related Words for Discussion: certainty, coincidence, experiment, telepathy, variables

Genre/Text Type

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

Supportive Book Features

Text A number of book features, including a table of contents, photographs, captions, and maps, help to organize and present facts in a more lively manner than straight text.

Content Most students will have read fiction or have seen movies with the theme of ESP. They should enjoy reading about ESP from a nonfiction perspective.

Praise students for specific use of “Behaviors to Notice and Support” on page 118 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Though the multiple text features add interest to the topic of the book and provide much information, some of the features may be confusing to students—for example, the graphic organizer on page 12. Model how to read the information in the graphic organizer.

Vocabulary Many technical terms are used in the book. Encourage students to use the dictionary at the back of the book to help them with definitions of difficult terms. Students may be confused with the differences between terms such as *parapsychologists*, *mentalists*, and *psychologists*. Explain as necessary.

LEVEL W

ELL Bridge

Have partners create a Main Idea and Details chart for each chapter. Have them write the title of the chapter for the Main Idea and list three or four details from the chapter in their graphic organizer. Guide students to choose the most important details for each main idea. Encourage pairs to share their charts with others.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the arguments and case studies in the book. Ask guiding questions, such as: *How is Marc Salem able to guess what other people are thinking? What is the Ganzfeld experiment? How was Nancy Weber able to find the missing children?*

Thinking Beyond the Text

Invite pairs of students to take the test on page 10. Afterward, have them share their results with the class. Ask: *Is this an accurate way to test for ESP? Why or why not?*

Thinking About the Text

Review the different types of text features presented in the book. Ask: *Why do you think the author presented information in this way? Does it make it easier or harder to understand the content?*

Understanding Steps in a Process

Explain to students that learning how something is done is made easier when they understand the steps in a process. Signal words, such as *first*, *after*, *then*, and *next* are often used to indicate the order of steps in a process.

- Have students reread pages 26–29. Ask students: *What is being described?* (the Ganzfeld experiment) *What is the first step?* (removing distractions)
- Make a sequence chart with students about the Ganzfeld experiment using the information on these pages.

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 when they read an unfamiliar word. Point out that students should look at the sentences before and after the sentence with the unfamiliar word for details that help explain the word.

- Have students turn to page 34 and find the word *custody*. Ask them what *custody* means and what clues around the word help define it. Have students use *custody* in a new sentence.
- Ask students to find other unfamiliar words. Help them use context clues to figure out what they mean.

Developing Fluency

Model how to pronounce the scientific terms with ease. Then have students reread the passages with proper phrasing and intonation.

Oral Language/Conversation

Talk About ESP Invite students to share whether or not they believe in ESP. Ask: *How would you conduct a test to find out for sure?*

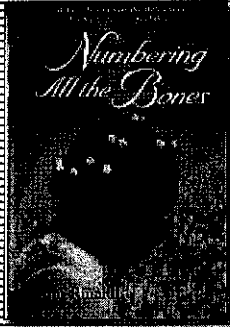
Extending Meaning Through Writing

- Invite students to create their own experiment for testing ESP. (**Procedural**)
- Have students write about an incident where they or someone they know appeared to read minds or experience some other form of ESP. (**Narrative**)

Connecting to Everyday Literacy

The book includes information about various careers in psychology. Talk about what psychologists do. To link students to real-world expository text, share a book or pamphlet about careers that includes information about being a psychologist. For more expository text about the career of a psychologist, go to <http://www.bls.gov/k12/social04.htm>.

Numbering All the Bones



Summary & Standard

After the Civil War, thirteen-year-old Eulinda, a slave, is determined to find her deceased brother's body. In the process, she discovers much about herself. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Ann Rinaldi
Genre: Historical Fiction
Text Type: Novel

Word Count: 250+
Theme/Idea: overlooking evil;
dealing with loss

Making Connections: Text to World

Most students will be familiar with the Civil War. Provide background and have students share what they know about that time in history. Extend the real-world connection by explaining that prison camps were set up during the war. Explain that conditions in the camps were deplorable and thousands of prisoners died from starvation, disease, and mistreatment. Tell students they will read about a slave girl who has first-hand experience with one of the prisons. For information about the Andersonville Prison, see <http://www.nps.gov/history/seac/andearch.htm>.

Vocabulary

Essential Words: bondage, cemetery, Confederate, imprisonment, slavery, Union

Related Words for Discussion: courage, rewards, sacrifice, selflessness

Genre/Text Type

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

Supportive Book Features

Text A synopsis at the beginning of each chapter tells readers what lies ahead. The Author's Note in the back of the book tells which information and characters are true and which were created by the author.

Vocabulary Students will be familiar with most of the vocabulary. Context will help students understand the dialect used by many of the slaves.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no illustrations in the book, so students may be overwhelmed with page after page of text. Have students think about the vivid descriptions of the places and the characters as they read each chapter.

Content Some students will be uncomfortable with the treatment of the slaves and the appalling conditions inside the prison. Use sensitivity throughout the discussion. Students may have difficulty keeping track of all the characters. Suggest they keep a list of names and descriptions and refer to the list when necessary.

ELL Bridge

To help students build comprehension about the story, ask them simple questions about the plot as they read. Remind students to keep the 5 W's—*who, what, where, when, and why*—in mind as they read each new chapter. For example, after the second chapter, ask: *Who is Zeke? What upsetting thing happened to him? Why did it happen?*

Teaching Options

Developing Comprehension

Thinking Within the Text

As they read, have students summarize each chapter. Discuss what part the ruby ring played in the story. Ask: *How did the ruby ring impact Eulinda's feelings and actions?*

Thinking Beyond the Text

Tell students that no one who lived near the Andersonville Prison put a stop to what was happening there. Ask: *Do you think the people really didn't know what was going on there? If they did know, why do you think they didn't want to get involved? Do you think anyone could have changed the situation? How?*

Thinking About the Text

Have students reread the Prologue after they have finished reading the book. Discuss how this feature ties to the story. Ask: *Why do you think the author included this feature? How does the Prologue make more sense now that you have read the whole book?*

Understanding Character

Remind students that a character's actions, motives, and personality influence the story's plot. Discuss the clues the author gives about Eulinda.

- Have students read pages 1–2. Ask: *What do you learn about Eulinda's appearance and where she lives? What advantages does she have over the other slaves?*
- *What traits does Eulinda need in order to help Captain Hunt meet his wife and baby (pages 80–82)? What traits does she need to help clean up the cemetery and to look for her brother's bones?*
- Remind students that on page 46, Moll tells Eulinda that she needs to *make herself come true*. Discuss with students what that means. Ask: *How has Eulinda made herself come true by the end 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 of two unlike things using the word *like* or *as*. Share these similes with students:

- On page 21: *It [the fence] looked like some giant's bleached bones*. Have students identify what is being compared in the simile, rereading the context of the sentence as needed.
- On page 118: *She was as plain as a field mouse in her dark gray dress with the white collar and...* Have students tell what is being compared and explain how the simile helps readers understand the character.

Developing Fluency

Model how phrasing helps when reading complex sentences. Have partners read passages aloud, using punctuation and phrasing to read longer sentences.

Oral Language/Conversation

Talk About Sacrifices Discuss sacrifices people make. Ask: *Why are some people willing to put the needs of others above their own?*

Extending Meaning Through Writing

- Have students research Clara Barton and write a paragraph about her. (**Expository**)
- Have students write a journal entry from Eulinda's perspective describing the day she found her brother's body. (**Narrative**)

Connecting to Everyday Literacy

Clara Barton is an important part of the story. To link students to real-world expository text, share a biography of Barton from a book or an encyclopedia. Ask: *Why is Clara Barton remembered even today? What impact did she have on this country?* For more expository text about Clara Barton, go to <http://www25.uua.org/uuhhs/duub/articles/clarabarton.html>.

The Phantom Tollbooth



Summary & Standard

A bored Milo enters a fantasy world where two brothers (and kings) argue whether words or numbers are more important. Their sisters have been banished. Will peace be restored? Students will read to refine their understanding of how texts work across a variety of genres.

Author: Susan Nanus

Word Count: 250+

Genre: Fantasy

Theme/Idea: going on an adventure; appreciating words and wordplay

Text Type: Play

Making Connections: Text to Text

Ask how many students have read or are familiar with the book *The Phantom Tollbooth*. Students might also have seen a screen version. Have them compare the book with the movie.

To expand the discussion, ask about other fantasies students may have read. You might mention *A Wrinkle in Time*, *Alice in Wonderland*, *The Wizard of Oz*, and *The Lion, the Witch, and the Wardrobe*. Have students share what fantasies have in common.

To share with students an interview with Norton Juster, the author of the novel *The Phantom Tollbooth*, in which he discusses writing his fantasy, go to <http://www.salon.com/books/int/2001/03/12/juster/print.html>.

Vocabulary

Essential Words: destination, ignorance, obstacles, phantom, tollbooth

Related Words for Discussion: character, favorite, humorous, pun, wordplay

Genre/Text Type

Fantasy/Play Remind students that a fantasy is a story that could not happen in the real world. This play format includes dialogue and stage directions for fantastical characters and settings.

Supportive Book Features

Text A cast list and sections explaining the set and possible stage effects precede the play. The text follows the conventions of plays, with acts and scenes.

Content Students are likely familiar with reading about journeys into fantasylands and the adventures and unusual characters one might meet there.

Praise students for specific use of “Behaviors to Notice and Support” on page 118 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Be sure students understand the conventions of scripts—characters’ names, lines of dialogue, and italicized stage directions—and how to read a play before they begin. The text is dense, but has space between the characters’ dialogue.

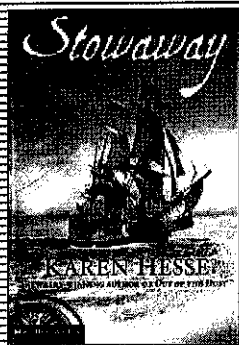
Vocabulary Many words are above level, or used figuratively. Encourage students to use context clues for unfamiliar words and to have a dictionary handy. The author uses words that he invented. For those words, students will have to rely heavily on context clues.

ELL Bridge

Explain to students that writers sometimes invent words to add interest to their stories. As an example, write *grapplum* on the board. Separate *grap* and *plum*, explaining that by combining *grape* and *plum*, you have invented a new word. Find examples in the book of invented words, such as *digitopolis* and *mathemagician*, and break the words apart to discover the meaning. Ask partners to invent a word by combining two real words, and have other pairs guess the word.

Stowaway

GUIDED READING PROGRAM Text Types



Summary & Standard

This fictional journal describes life aboard the HMS *Endeavour* with Captain Cook on his first around-the-world voyage. The story is told by Nicholas Young, a boy who stowed away on the ship. Students will read literature from a wide range of historical periods and perspectives.

Author: Karen Hesse
Genre: Historical Fiction
Text Type: Novel

Word Count: 250+
Theme/Idea: life at sea in the 1700s;
consequences of using child labor

Making Connections: Text to World

Discuss what students know about early European explorers. Ask: *What did these explorers hope to find? What new things did they learn about the world?*

Extend the connection by discussing how children lived in the 1700s. Explain that many children worked long hours at difficult jobs. Though it wasn't common for children to work on ships, when children did work on ships, they were treated like adult workers.

For additional information about European explorers, see <http://library.thinkquest.org/J002678F/why.htm>.

Vocabulary

Essential Words: aft, ballast, becalmed, berth, cannibal, fathoms, infectious, troughs, vessel

Related Words for Discussion: endurance, exploration, unknown, voyage

Genre/Text Type

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

Supportive Book Features

Text The book is written in journal format with short, daily entries. Illustrations provide some text support. Several features at the back of the book provide additional support: an afterword, lists of the ship's crew and itinerary, a glossary, and maps.

Content The first person point of view helps readers imagine Nicholas's adventures. Students are close in age to Nicholas and will relate to the internal struggles he faces.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out the use of latitude and longitude coordinates beginning on page 6. Explain that sailors use these measurements to determine their location. Use the coordinates and a map or globe to find a location from Nick's journal.

Vocabulary Students may be challenged by the many sailing terms used in the text, such as *weighed anchor*, *rigging*, and *pro* (page 5). Help students find definitions for these terms in the glossary and in other reference materials.

ELL Bridge

Display pictures of a kangaroo, a deer, a greyhound, and a rabbit. Read aloud Nick's description of the strange animal on pages 207-208. Have students discuss why a deer, greyhound, and rabbit were used to describe the kangaroo. Ask students what other animals could be used. Have students use the new animal suggestions to describe the kangaroo. Encourage them to use Nick's language in their descriptions.

Developing Comprehension

Thinking Within the Text

Have students discuss what Nick learned on the voyage and how he changed during the three years he was gone. Ask: *How is Nick's attitude toward school and learning different at the end of the story than it was at the beginning?*

Thinking Beyond the Text

Have students brainstorm a list of words that describe Nick's life on board the ship. Have students compare the way adults treated him to the way adults treat children today. Ask: *How would you react to being treated the way Mr. Bootie treated Nick?*

Thinking About the Text

Discuss why the author used a journal format to tell the story. (It gives the story a personal feel that makes it seem real.) Point out how the author includes entries that tell little information beyond daily routine and others that are full of action. Have students find examples of each kind of entry and ask: *Why does the author include both kinds of entries?*

Drawing Conclusions

Remind students that readers draw conclusions by using information from the text along with their own knowledge and experience to form opinions about the text.

- Read *Sunday 24th* and the first paragraph of *Monday 25th* on page 207. Ask: *What new creature did the men encounter? What clues help you identify the animal?*
- Read *Saturday 14th* and *Sunday 15th* on pages 216–217. Ask: *Why do you think the men eat almost all the creatures they catch? Why do you think Nick writes so much about food?*
- Have students record their conclusions in a three-column chart, writing clues from the text in the first column, their experience in the second column, and their conclusions in the third column.

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

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

- Point out these sentences: *Mr. Banks and his Gentlemen dipped up some seawater and discussed the creatures found swimming in it.* (page 6); *On deck the crabs glistened in the last rays of sunlight, clicking and slipping over one another.* (page 8) Have students identify the smaller words in *seawater* and *sunlight* and use them to determine the meaning of the compound words.

Developing Fluency

Model fluent reading of a passage so that students can hear the proper rhythm and flow of the language. Then have partners practice fluent reading of the same passage.

Oral Language/Conversation

Talk About Life at Sea Discuss what it would be like to be a young stowaway on an around-the-world voyage that lasted three years.

Extending Meaning Through Writing

- Have students write an additional journal entry to tell what happened when Nick arrived home. **(Narrative)**
- Have students make a poster advertising jobs for sailors on Captain Cook's next voyage. **(Persuasive)**

Connecting to Everyday Literacy

Recall with students that there were many references in the book to latitude and longitude. Reinforce the idea that sailors used latitude and longitude to help them find their way. To see expository text on how latitude and longitude are used and a definition of the terms, go to <http://www.maptools.com/UsingLatLon>.

The Titan's Curse

(Percy Jackson & the Olympians)

**GUIDED
READING
PROGRAM**
Text Types

Summary & Standard

Demigod Percy Jackson joins a quest to save his friend Annabeth and the goddess Artemis from their kidnappers. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Rick Riordan

Genre: Adventure

Text Type: Novel

Word Count: 250+

Theme/Idea: sacrificing to help others; using personal strengths to overcome obstacles

Making Connections: Text to Text

Students will probably be familiar with stories in which a hero goes on a quest, often helped by a group of friends. Invite students to share stories they have read in which people join together, sometimes making sacrifices, to reach a goal.

Extend the connection by explaining that in ancient myths, a hero was the child of a human and a Greek god. One such hero mentioned in this story is Hercules. Invite students to share what they know about Greek myths.

For additional teaching ideas and resources, see http://edsitement.neh.gov/view_lesson_plan.asp?id=234.

Vocabulary

Essential Words: influence, interference, perish, prevail, solstice

Related Words for Discussion: courage, prophecy, responsibility, sacrifice

Genre/Text Type

Adventure/Novel Remind students that an adventure is a made-up story with characters involved in exciting and often risky situations. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text The titles of the chapters are humorous. Scene changes within chapters are shown by an extra space between paragraphs or, when the change happens at the bottom of a page, by three stars.

Vocabulary Terms related to Greek mythology may be unfamiliar to students. However, ample context clues give hints about certain vocabulary before it is actually presented.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text This novel offers no illustrations to help students visualize the action. Encourage students to write brief summaries of each chapter before continuing to read the next. Students can also plot the progress of the characters on a map of the United States.

Content Students need to be familiar with Greek mythology in order to comprehend the story's action and prophecies. To provide context for references in the story, review the main Greek gods, goddesses, and some of the more common myths, particularly the labors of Hercules.

ELL Bridge

Prior to reading, write on a chart *Kronos, Zeus, Poseidon, Athena, Artemis, Apollo, Aphrodite, Ares, Hades, Chiron, Atlas, and Hercules*. Assign small groups a different character to research. Have them identify the character as male or female, describe him or her, outline his or her role in mythology, and provide two or three additional facts about the character, which will all be recorded on the chart. Have students refer to the chart as each character appears in the story.

LEVEL W



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have students summarize the prophecy of the Oracle and identify each part of the story that matches one of the events described by her. Then have students summarize Kronos's plot in this book and how Percy and his friends thwarted it.

Thinking Beyond the Text

Discuss with students how Percy and his adventures compare with the situations of other heroes they have read about. Note particularly how Percy faces several of the same monsters that Hercules did—the Nemean Lion, the Erymanthian Boar, and Ladon. Ask: *What are some qualities that make Percy a good hero? Is Percy a better or a worse hero than Hercules? How do you think Percy feels about whether or not he is a hero?*

Thinking About the Text

Ask students to examine how the author sets up and solves mysteries in the book. For example, review the information and clues provided about the di Angelo children. Then discuss how the author reveals who they are and creates suspense about what will happen in the future.

Understanding Problem and Solution

Review with students that in most stories, characters encounter problems and try to find solutions. Point out that a solution is the action that solves or fixes the problem.

- Ask: *In chapter 16, what problem do the characters have with the Ophiotaurus? What solution does Percy come up with to get the Ophiotaurus and Grover safely to camp? What does his solution tell the reader about the kind of hero Percy is?*
- Ask: *In chapter 17, what problem does Percy face when he fights Atlas by himself? How does Percy come up with a two-part solution to defeat Atlas?*

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

Developing Phonics and Word-Solving Strategies

Multisyllabic Words

Remind students that a syllable is a word part that contains a vowel sound. Tell them that when they see an unfamiliar word, they can break it into syllables to help them more easily read the word.

- Have students find *insufferable* on page 18. Read it aloud, stressing all five syllables.
- Ask students to find *maneuverability* on page 280. Have a volunteer read it aloud, with emphasis on each syllable.
- Encourage students to use what they have learned to read the multisyllabic Greek names in the book, such as *Andromeda* and *Ophiotaurus*.

Developing Fluency

Model reading a passage, focusing on the correct pronunciation of Greek names. Have students repeat the passage, practicing the pronunciations.

Oral Language/Conversation

Talk About Heroes Discuss with students some of the qualities that make someone a hero in a Greek myth and in the real world.

Extending Meaning Through Writing

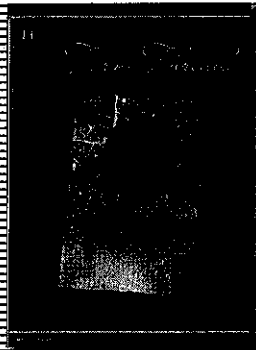
- Have students write an essay stating who is the greatest hero in this book and why. Have them defend their position with evidence from the story. (**Persuasive**)
- Have students choose their favorite scene from the book and retell it from the point of view of a character other than Percy. (**Narrative**)

Connecting to Everyday Literacy

The Oracle's prophecy is a set of directions for where to go and what to do to help the goddess. Remind students that following directions is an important part of accomplishing some tasks. To link students to real-world procedural text, go to <http://tipdeck.com/how-to-draw-a-map>. Have the students follow the directions for creating a map.

Torn Thread

GUIDED READING PROGRAM Text Types



Summary & Standard

Based on real people and places, this historical novel tells the story of two sisters who depend on each other, and their memories of family, to survive the conditions of a Nazi labor camp. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Anne Isaacs

Genre: Historical Fiction

Text Type: Novel

Word Count: 250+

Theme/Idea: appreciating how precious life is; understanding the effects of extreme prejudice

Making Connections: Text to World

Students may have background knowledge about the Holocaust and World War II. Invite students to discuss what they know. Point out Germany, Poland, Russia, and the Czech Republic on a world map. Help students locate Bedzin, Poland, and Trutnov, Czech Republic.

Explain that during the war in Europe, many Jews and others were sent to the labor camps. People thought of these camps as less dangerous than death camps, but the purpose of the labor camp was to work prisoners to death.

For additional teaching ideas and resources from the author, see http://www2.scholastic.com/browse/collateral.jsp?id=1368_type=Book_typeId=3221.

Vocabulary

Essential Words: deference, essential, exert, indignation, quota, reluctantly, reminisced

Related Words for Discussion: benefit, circumstances, ration, sacrifice, surrender

Genre

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

Supportive Book Features

Text The story is told from the point of view of one character, Eva, which helps build suspense in this captivating story. Chapters break the text into manageable chunks. Descriptive details and figurative language help readers visualize what the characters themselves experience.

Vocabulary Students can use context clues to help them define unfamiliar words and German terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text No photographs or illustrations accompany the text. Have students concentrate on each chapter as they read and jot down the most important details in each chapter.

Content Students may have difficulty recognizing the use of symbolism and foreshadowing. They may benefit from making predictions about what will happen later in the book. The author handles the distressing subject matter and horrific conditions of the labor camp with sensitivity. Discussions about the subject matter should be handled carefully as well.

LEVEL W

ELL Bridge

Have students use a time line to summarize the major events in the story. The girls in the story were imprisoned at the camp from June 1943 to May 1945, but the story seems to encompass a longer time frame. Have students note time clues in the story, such as the change of seasons, to help them place events on the time line.

Developing Comprehension

Thinking Within the Text

Have students recall the events that led up to Eva's journey to the labor camp and what followed, up until her release. Ask: *Why do you think Eva's father chose to use his connections to have her sent to join Rachel?*

Thinking Beyond the Text

Ask students to think about the advice Eva's father gave her about staying alive just one more day. Ask: *How did this help Eva survive her situation?* Then discuss the sources of strength that people might have drawn on to survive the horrors of war and genocide.

Thinking About the Text

Have students discuss the epilogue and afterword at the end of the book. Ask: *How does the knowledge that these characters were real affect how you feel about this story? How does knowing that the author was related to the sisters add to the story's perspective?*

Understanding Setting

Remind students that the setting is when and where a story takes place. In this book, the author's description of the setting is an important part of the story, as it helps readers picture the conditions the prisoners faced.

- Read page 4 aloud. Ask: *How does this description of the surroundings show that everything is not as it seems?* (People are doing everyday activities, but the presence of the German flag and the patrolling soldier show that things are not ordinary.)
- Read aloud pages 55–56. Ask: *What impression does this description of the factory room give you?* (The room is huge, noisy, and overwhelming. It gives a sense of the noise and danger.)
- Read aloud page 92. Ask: *What words does the author use that help you visualize what the girls are experiencing?* (*roared down, angry winds, volley of pellets*; these words show how cold and harsh the weather is)

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 Similes

Remind students that a simile is a comparison of two unlike things using the word *like* or *as*. The use of similes helps readers visualize story details.

- Read aloud this simile from page 28: *tall smokestacks towering above them like raised fists*. Ask students what is being compared. (*smokestacks, fists*) Discuss how this shows Eva's impression of the camp.
- Have students repeat with the similes on page 56 (*like a burst of thunder*) and page 92 (*like a swarm of fighter planes*).

Developing Fluency

Model reading page 55, noting how to use phrasing for longer sentences and intonation to reflect emotion. Then have students conduct a choral reading of the same passage.

Oral Language/Conversation

Talk About Sacrifice Discuss how and why people are willing to sacrifice for the sake of their loved ones, their beliefs, and their country.

Extending Meaning Through Writing

- Have students write a short narrative of the events from Herr Schwartz's point of view. (**Narrative**)
- Have students complete a Venn diagram that compares and contrasts the characters of Eva and Rachel. (**Graphic Aid**)

Connecting to Everyday Literacy

In the story, Eva's father used his connections to write a letter persuading officials to let Eva join her sister at the camp. To link students to real-world persuasive text, show them a poster that persuades the reader to take a specific action. Then explain to students that during World War II, posters were used to persuade Americans to help with the war effort. For examples of this kind of persuasive text, go to <http://americanhistory.si.edu/victory/victory2.htm>.