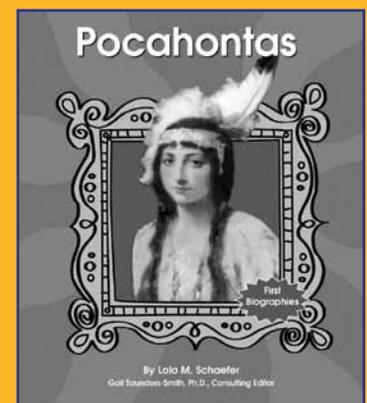
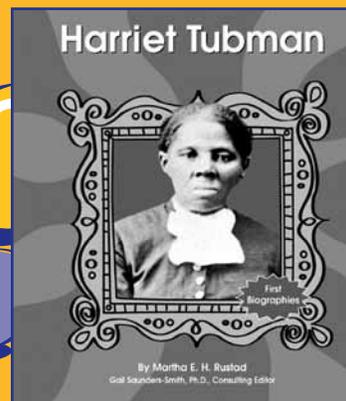
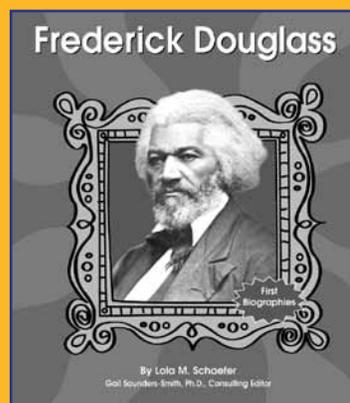
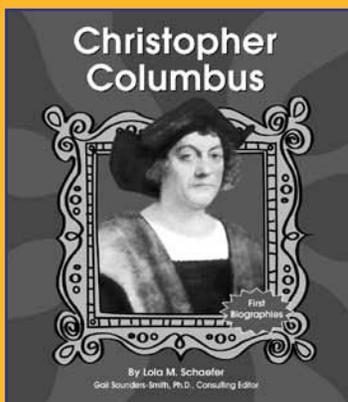
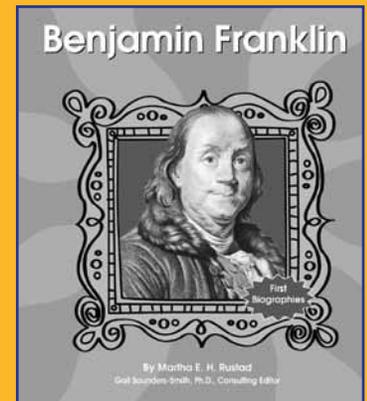
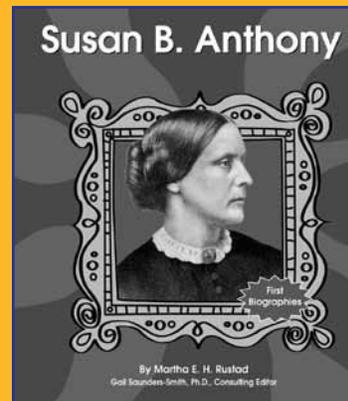
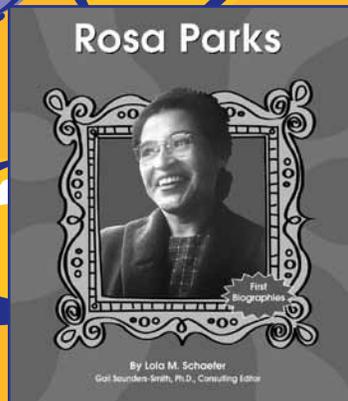
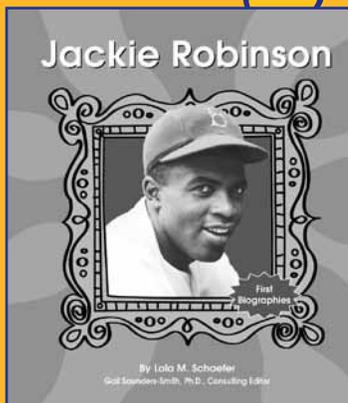
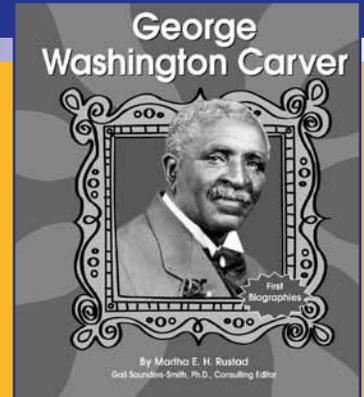
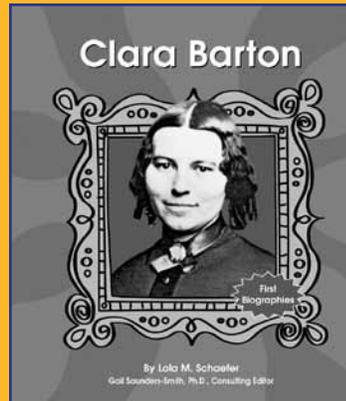
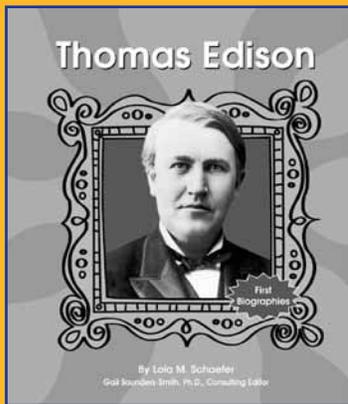
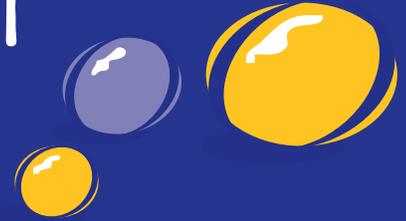


Teaching Guide for the Pebble Books First Biographies Set



ISBN 0-7368-1784-0

Thomas Edison



By Lola M. Schawler
Gail Saunders-Smith, Ph.D., Consulting Editor

Early-Intervention Level for Reading Recovery®-type Programs*: 20
Guided Reading Level: K**

Supports

- 4 to 6 lines of text on a page
- Some familiar technology

Challenges

- Concept vocabulary: *camera, electricity, experiment, invent, laboratory, phonograph, science, telegraph*
- Words with 3 syllables or more

Text Features

- High-frequency words: *a, also, and, by, did, he, him, his, how, in, large, made, make, many, new, of, one, ran, set, small, that, the, there, up, use, was, when, with, work*
- Irregular past tense (*built, did, found, made, read, sold*); /f/ spelled *ph* (*phonograph, telegraph, telephone*); compound word (*lightbulb*)

The First Biographies set supports these standards:

Curriculum Standards for Social Studies (NCSS, 1994)

- Standard VIII a

National Standards for History (NCHS, 1994)

- Standard 4C

Lesson for Guided Reading

Thomas Edison

Write the following words on the board: *lightbulb, phonograph, movie camera*. Speculate with students what the words have in common. Prompt ideas by asking, “Do you think one person could have invented these things?” Show students the cover, and invite them to share what they know about Thomas Edison and his inventions.

First Reading

- At the title page, ask students to read the book title again, as well as the author’s name.
- Pause at the table of contents. Ask, “On which page will we read about Thomas Edison’s inventions? How do you know?”
- Have students identify the nonfiction features on pages 4 and 5 (time line, photo caption). Briefly discuss how these features are helpful when reading nonfiction.
- Before reading page 7, point out that each new sentence begins at the start of most lines.
- For pages 8 and 9, have students read the time-line text, then find the matching words in the main text. Challenge students to read the page on their own.
- Explore pages 10 and 11 by speculating what the machine in the illustration might be. Help students work through the word *telegraph*, reminding them that *ph* makes the /f/ sound.
- Investigate pages 12 and 13 by asking students to find the words in the photo caption that are in the text.
- Have students identify the instrument on page 14, then find the word *phonograph* in the text. Let students compare how this phonograph differs from musical devices today.
- Challenge students to predict what is being invented on pages 16 and 18. Have them read pages 17 and 19 to confirm ideas.
- Ask students how they would summarize Thomas Edison’s life. Encourage them to complete reading the book.

Rereading

Invite students to take turns reading pages back to you.

Teaching Points

Word building (*invent, invented, invention, inventor; science, scientist*); hard *c* (*camera, copy, curious*), soft *c* (*receive, science*)

Performance Assessment

Write the following sentence starter on the board: Thomas Edison invented _____. Invite students to copy and complete the sentence with one invention from the book. Ask them to draw a picture of the invention, too.

* Reading Recovery® is a registered trademark of Ohio State University. The complete Reading Recovery® Booklist, created by Ohio State University, includes books from numerous publishers, since a premise of the program is that children be provided with a wide range of texts. One publisher's booklist alone is not sufficient to implement a Reading Recovery® program. Pebble Books have not been officially leveled by Reading Recovery®. However, levels have been provided for your convenience by Reading Recovery® teacher trainers.
** Guided Reading Levels have been assigned using guidelines established by Irene C. Fountas and Gay Su Pinnell in their book *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Heinemann, 1999). All levels are subject to change as they are periodically tested and evaluated.



Early-Intervention Level: 22

Guided Reading Level: L

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *airfield, air show, Atlantic Ocean, disappear, explore, license, mystery, navigator, Pacific Ocean, pilot*
- Irregular past tense (*became, began, flew, rode, took, went*)

Text Features

- High-frequency words: *a, an, and, are, as, at, be, but, for, her, in, like, live, make, most, of, play, she, the, their, these, they, to, was, went, were, with*
- Compound words (*airfields, airplanes, faraway, grandparents, outdoors, sometimes*); beginning /a/ (*across, alone, Amelia, another, around*)

Lesson for Guided Reading

Amelia Earhart

Write the name *Amelia Earhart* on the board to help students become familiar with it. Invite students who know about Amelia Earhart to share their knowledge with the class. Confirm that Amelia was a famous pilot. Encourage students to list things they'd like to know about Amelia Earhart as they read.

First Reading

- At the title page, help students recognize and read the name *Amelia Earhart*.
- Stop at the table of contents. Explain that a table of contents can help them prepare for reading. Ask, "What three moments in Amelia's life will we read about in this book?"
- After reading the text on page 5, call attention to the time line on pages 4 and 5. Encourage students to explain its purpose.
- With page 6, ask students how Amelia has changed from page 4. Ask, "What might we learn about Amelia as a young girl?"
- For pages 8 and 9, have students notice the new entry on the time line. Then have them find words from the photo caption within the text before reading.
- As students read and explore pages 10 through 13, encourage them to think about the type of person Amelia Earhart is.
- Have students study the photographs on pages 14 and 16. Ask, "Why are so many people gathered around Amelia's airplane?" Have students read the captions, then find the part on pages 15 and 17 that tell about 1932 and 1935. Read the text on pages 15 and 17 with them.
- Before reading page 19, ask students to read the new time-line entry. Model how to read words in chunks, such as *nav-i-gator, Noon-an,* and *dis-a-peared*.
- After reading page 21, ask students why they think Amelia was called the "First Lady of the Air."

Rereading

Have students read the book with partners. Remind them that they can use the time line and captions to guide their reading.

Teaching Points

Verb ending *-ed* (*called, disappeared, earned, liked, lived, loved, played, pretended, visited, wanted, worked*)

Performance Assessment

Say the words, "Amelia Earhart was . . ." to the group. Invite students to write the words three times, then to complete the sentences with their own ideas. Let students exchange sentences to compare ideas.

Clara Barton



By Lola M. Schaefer
Gill Saunders-Smith, Ph.D., Consulting Editor

Early-Intervention Level: 22

Guided Reading Level: L

Supports

- 2-4 sentences per page
- New vocabulary repeated

Challenges

- Concept vocabulary: *American Red Cross Society, battlefield, Civil War, disaster, soldier, supplies, wound*
- Historical references

Text Features

- High-frequency words: *a, about, after, and, by, for, get, gives, had, he, help, him, in, liked, many, need, next, or, she, soon, that, the, their, them, they, this, to, two, was, were*
- Irregular past tense (*became, began, knew, taught, took, wrote*); word ending *-er* (*better, brother, disaster, older, sister, teacher*)

Lesson for Guided Reading

Clara Barton

Write the words *American Red Cross* on the board. Invite students to share what they know. Write the name *Clara Barton*. Speculate how she might be connected to the American Red Cross. Record students' predictions to check after reading.

First Reading

- Have students read the title on the title page, recognizing the words from the cover.
- At the table of contents, ask students on which page they will read about the American Red Cross.
- Preview page 5 by allowing students to read any words they find new or difficult. Then read the page with them.
- On pages 6 and 7, have students read the words *Clara's brother David* in the text, the photo caption, and the time line.
- On page 9, ask students to find two words connected with a hyphen. Explain that these two words form an adjective. Have them find the word that the adjective *one-room* describes.
- For page 11, have students notice the periods. Point out that the periods for *D.C.* are used to form an abbreviation. Ask students how many sentences are on the page.
- Prepare for pages 12 through 15 by explaining that students will read how Clara Barton helped during the Civil War. Let students make predictions, then read the text to confirm.
- Ask students to read the sign on page 16. Have students match words in the sign with words in the text. Read page 17.
- For pages 18 and 19, have students find the words *American Red Cross* in the text, the time line, and the photograph. Point out that the date on the time line matches the date in the text.
- After reading page 21, discuss with students how Clara Barton contributed to American history.

Rereading

Encourage students to read the book within the group, asking group members to take turns reading a page. As students work their way through unfamiliar words, ask them to share which decoding strategies helped them read the words.

Teaching Points

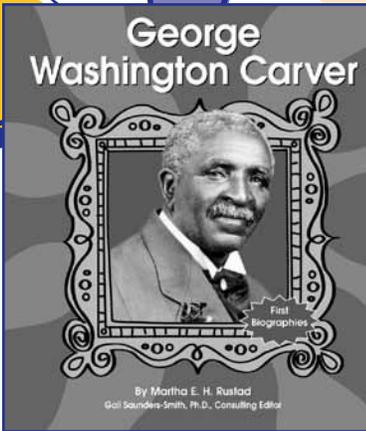
Compound words (*battlefields, newspapers, one-room, schoolhouse*); long /u/, spelled *oo* (*food, room, school*), *ou* (*wounds*)

Performance Assessment

Ask students to draw the symbol they see for the American Red Cross on page 18. Within the cross, encourage them to write a sentence or two that tells about Clara Barton.



George Washington Carver



Early-Intervention Level: 22

Guided Reading Level: K

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *college, cotton, crop, fertile, molasses, peanut, rubber, slave, sweet potato*
- Series comma

Text Features

- High-frequency words: *a, and, at, but, did, for, from, go, have, he, how, in, liked, lived, made, make, many, most, new, no, on, the, them, to, use, want, was, went*
- Verb endings *-ed (died, finished, helped, liked, showed, started, stopped, wanted), -ing (farming, growing, painting)*

Lesson for Guided Reading

George Washington Carver

Help students read the book title. Ask students if they recognize the name, and correct any students who might suggest that George Washington Carver was the country's first president, George Washington. Tell students to listen as they read for why George Washington Carver was an important man.

First Reading

- At the title page, help students recognize the name and man.
- At the table of contents, ask students to read the entries. Predict what they might learn about George in each section.
- Invite students to read page 5 on their own. You might help them read *Missouri* in chunks—*Miss-our-i*.
- On pages 6 and 7, ask students to find the year *1875* in both the text and on the time line. Review the time line's purpose.
- Ask students to read the caption on page 9 for the photograph on page 8, then read the text.
- Before reading page 11, tell students that they will read about George during his college days.
- On page 13, help students read and recognize the word *Tuskegee*: *Tus-KEE-gee*.
- For pages 14 and 15, ask students to read the photo caption, then to find the word *cotton* in the text.
- As students read pages 16 through 19, tell them to look for words that appear on both text pages, such as *farmers, peanuts, and sweet potatoes*.
- Finish with pages 20 and 21. Ask students to find the proper nouns (*George Washington Carver, Tuskegee Institute, George*), then to read the rest of the text.

Rereading

As students reread the book, check their comprehension. When students turn a page, pause, and ask them to explain the text in their own words.

Teaching Points

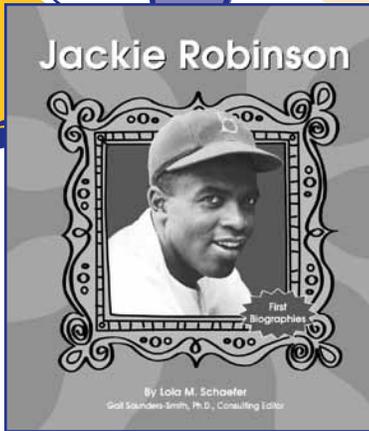
Soft *g* (*college, George, larger*), hard *g* (*began, go, grow, Tuskegee*); digraph *ch* (*chance, cheese, teach*); double medial consonant (*college, Missouri, molasses*); r-controlled vowel *ar* (*Carver, farm, hard, larger, started*)

Performance Assessment

Review with students the ways in which George Washington Carver helped farmers. Ask students to write thank-you cards from the farmers to George, expressing their thanks for his work.



Jackie Robinson



Early-Intervention Level: 22

Guided Reading Level: L

Supports

- No more than 7 lines of text per page
- High-interest topic: sports

Challenges

- Concept vocabulary: *African American, athlete, award, college, earn, elect, hall of fame, honor, major league, officer, proud, soldier, unfairly*

Text Features

- High-frequency words: *a, an, and, at, be, but, did, for, gave, good, he, his, in, like, make, many, more, not, of, played, she, some, that, the, there, these, they, this, to, was, went, worked*
- Consonant /j/, spelled *j* (*Jackie, major*), *g* (*college, Dodgers, Georgia*); ending *y* (*Army, family, many, money, Army*); r-controlled /or/, spelled *or* (*more, poor, sports*), *ar* (*award*)

Lesson for Guided Reading

Jackie Robinson

Invite students familiar with baseball to name some of their favorite players. Then write the number *42* on the chalkboard, and ask students if they know why it is important to baseball. Explain that a player named Jackie Robinson wore this number on his jersey. Let students share what they know about him.

First Reading

- At the title page, have students recognize and read the name *Jackie Robinson*.
- At the table of contents, ask, “When will we start to read about Jackie and sports?”
- Ask students to identify the boy on page 4. Ask how they know, and confirm that the caption on page 5 tells them.
- On page 7, have students find the beginning and ending of each sentence. Suggest that they feel comfortable reading one sentence before moving on to the next.
- Have students find Jackie on page 6. Model how to read the term *African Americans* in chunks (*Af-ri-can A-me-ri-cans*).
- Let students respond to the photograph on page 10, then invite them to read the text on page 11.
- Ask, “What is Jackie wearing on page 12? What might this tell us about the information on page 13?” Have students read the new entry on the time line before reading the text.
- For pages 14 and 15, ask students to identify what Jackie is wearing now. Have students find and read the proper nouns.
- Invite students to read pages 16 through 19 to learn about Jackie’s career as a professional baseball player.
- On pages 20 and 21, ask students if Jackie Robinson is a young or an older man. Have students find the dates from the text on the time line.

Rereading

Have students reread the book with a partner. Encourage partners to exchange ideas about reading strategies.

Teaching Points

Long /e/, spelled *ea* (*league, team, treated*); long /a/, spelled *ea* (*great*), *ey* (*they*); long-vowel spelling pattern CVCe (*fame, gave, life, like, make, these, time, white*); silent letters *th* (*clothes*)

Performance Assessment

On page 20 of the book, point out the plaque Jackie Robinson is holding. Speculate with students what the plaque might say. Encourage students to draw the plaque, writing sentences that tell about Jackie Robinson.



Early-Intervention Level: 22

Guided Reading Level: K

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *arrest, boycott, citizen, court, fine, law, National Association for the Advancement of Colored People, segregation, U.S. Supreme Court*
- Irregular past tense (*did, said, taught, was, went, were*)

Text Features

- High-frequency words: *a, all, and, are, be, but, for, give, go, good, had, helps, her, how, in, like, not, of, on, said, some, that, their, they, to, was, went, were, work*
- Past tense *-ed* (*arrested, fined, ruled, separated, treated, worked*)

Lesson for Guided Reading

Rosa Parks

Invite students to read the simple name on the cover on their own. Ask them to share any prior knowledge of Rosa Parks. Looking at the cover photo, ask, “When do you think Rosa Parks lived?” Jot down students’ ideas.

First Reading

- Discuss the photograph on the title page. Ask, “Why do you think this photo shows Rosa on a bus?”
- Pause at the table of contents, and review the entries.
- On pages 4 and 5, invite students to finger trace along the time line. Explain the time line’s purpose, then help students read the text on page 5.
- For pages 6 and 7, ask students which place the photograph shows, then ask them to find words on page 7 that relate to it, such as *teacher, taught, read, student, and school*.
- Explore the photograph on page 8. Ask students to read the word *colored* in the photograph. Speculate with students what this means, as well as the sign’s significance, then read page 9 to confirm ideas.
- Preface pages 10 through 13 by explaining that students are going to learn more about segregation laws. Help students become familiar with difficult words before reading.
- With pages 14 and 15, ask students what they notice about the people on the bus. Let students find the year *1955* in the text and on the time line. Continue reading.
- Invite students to read pages 16 through 21 on their own to discover what happened when *Rosa did not move*. You might ask students to first make predictions. After reading, discuss what Rosa did and how her actions led to change.

Rereading

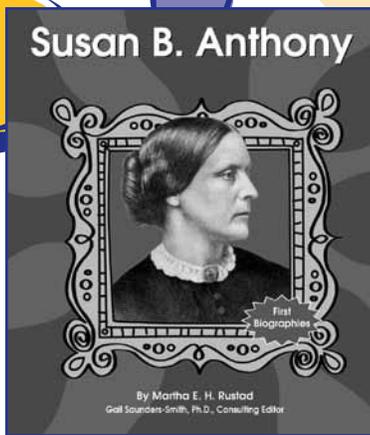
Encourage students to reread the book with a partner. Ask partners to help each other work through difficult passages.

Teaching Points

Word ending *-er* (*driver, mother, teacher, together*); spelling pattern *tion* (*national, segregation*)

Performance Assessment

Have students fold a sheet of paper in half. On one side, ask them to draw a picture of people on a bus during Rosa Park’s lifetime. On the other side, ask them to draw a picture of people on a bus today. Challenge students to write sentences that explain their pictures and how change occurred.



Early-Intervention Level: 24

Guided Reading Level: L

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *almanac, colony, Constitution, electricity, lightning, lightning rod, postmaster, printing press*
- Map reading

Text Features

- High-frequency words: *a, and, at, but, did, for, from, gave, he, helped, his, in, like, made, make, many, not, that, the, their, to, wanted, was, were, work*
- Possessive 's (*Benjamin's, France's*); spelling pattern *-tion* (*Constitution, invention, Revolutionary*)

Lesson for Guided Reading

Benjamin Franklin

Invite students to identify the man on the cover. Confirm that it is Benjamin Franklin, then help students read his name in chunks: *Ben-ja-min Frank-lin*. Ask students what they would like to learn about him, and list their ideas.

First Reading

- On the title page, help students match the book title and author's name with those on the cover.
- At the table of contents, say, "I think we're going to learn a bit about American history in this book. How do I know?"
- Invite students to read pages 4 through 7. Have students find the word *Benjamin* on the pages before reading. Then ask them to study the illustrations. Encourage students to point out features in the pictures that are clues to the time period, such as the clothing, shoes, and tools.
- Explore pages 8 and 9 by asking students to find the name of the newspaper in both the illustration and in the text.
- Before reading page 10, ask students to explain the illustration. Model how to read *electricity* in chunks: *e-lec-tri-ci-ty*.
- On page 12, have students read the new entry on the time line, then ask them to find the word *postmaster* in the text on page 13. Invite ideas about what a postmaster might do. Ask a student to look up *postmaster* on page 22.
- On page 14, challenge students to recognize the significance of the states in yellow, then read the text on page 15.
- Explain that pages 16 through 19 tell about the part Benjamin played in the Revolutionary War. Write this term on the board to help students recognize it as they read.
- Ask students to summarize what they learned about Benjamin Franklin. Then read the text to confirm their summaries.

Rereading

Let students take turns each reading a page. Praise strategies that help students decode long and difficult words.

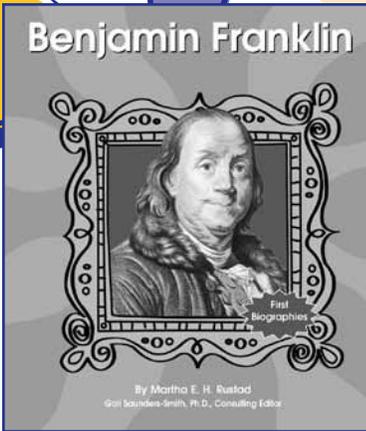
Teaching Points

Initial r-blends (*British, brother, France, Franklin, freedom, press, printing, protect, traveled*); medial r-blends (*country, electricity, improve, library*)

Performance Assessment

Ask students to consider which achievement or contribution they feel is the most important one Benjamin Franklin made. Have students write a sentence about it, then let students exchange ideas with partners.

Benjamin Franklin



Early-Intervention Level: 22

Guided Reading Level: K

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *alcohol, amendment, Constitution, earn, property, slave, suffrage, vote*
- Some difficult place names: *Massachusetts; Pennsylvania; Rochester, New York*

Text Features

- High-frequency words: *a, also, and, as, at, be, but, did, for, had, her, in, is, let, many, not, said, she, talk, that, the, their, there, these, they, this, to, was, went, when, with, work*
- Irregular plurals (*men, women*); irregular past tense (*speak/spoke, write/wrote*); silent letters (*writel/wrote*)

Lesson for Guided Reading

Susan B. Anthony

Conduct a mini-vote with the group to demonstrate the process of voting. Then ask students if they think all people should be allowed to vote. Explain that long ago, it was against the law for women to vote. Tell students that the book they will read is about someone who tried to change this law.

First Reading

- At the title page, ask students to read the title, *Susan B. Anthony*, and the author's name.
- Explore the table of contents. Ask, "On which page will we learn about Susan's beliefs?"
- On pages 4 and 5, ask students to read the caption, then to read the text. Point out that the first words are the book title.
- Challenge students to read pages 6 through 9 on their own. Suggest that they read the time-line entry first to prepare for the information on the text page.
- Investigate the photograph on page 10, speculating with students what a photograph of slaves might have to do with Susan B. Anthony. After eliciting ideas, read to find out.
- For pages 12 through 15, tell students that they are going to learn about some things that women were not allowed to do. Challenge students to predict what these things are by asking them to find clues in the pictures. Help students read difficult words, such as *alcohol* and *property*.
- For page 16 and 17, ask students to read the caption and identify each woman pictured. Then read the text.
- On page 19, ask students to find and read the definition for the word *suffrage* within the text.
- Close with pages 20 and 21. Review the book's content by reading the time line. Ask, "Why do you think the time line ends with an event after Susan B. Anthony has died?"

Rereading

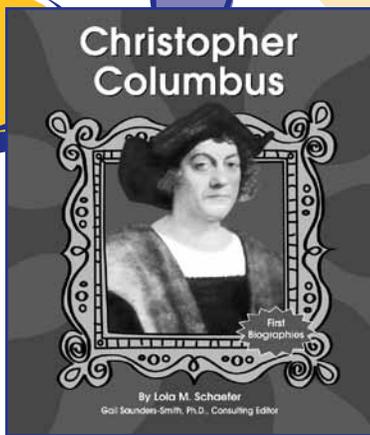
Encourage students to read the book out loud as a group. Listen closely to make sure students pause at periods and commas.

Teaching Points

Word ending *-ing* (*boarding, drinking, during, helping, meeting*); variant vowel /aw/, spelled *al* (*also, talk*), *aught* (*taught*), *ought* (*fought*), *ol* (*alcohol*)

Performance Assessment

Invite students to draw posters for a suffrage rally, at which Susan B. Anthony is the speaker. Suggest that they include biographical information about Susan on their posters.



Early-Intervention Level: 22

Guided Reading Level: L

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *amendment, American Anti-Slavery Society, England, escape, freedom, illegal, master, President Lincoln, shipyard, slave, U.S. Congress*
- Compound sentence: *He changed his last name to Douglass so his master could not find him.*

Text Features

- High-frequency words: *a, all, and, as, at, be, but, for, from, gave, got, had, he, helped, him, his, in, made, make, not, of, some, that, the, their, them, this, to, wanted, was, went, work,*
- Silent *e* (*change, escape, life, made, make, name, slave, state, whole*)

Lesson for Guided Reading

Frederick Douglass

Write the name *Frederick Douglass*. Display several books, and ask students to identify the one about Frederick Douglass. Ask students how they made their choices, and compliment their strategies, such as matching or process of elimination.

First Reading

- Have students identify the man on the title page.
- Preview the book by exploring the table of contents.
- Before reading, ask students at what age people usually begin working in the United States. Set a purpose for reading page 5 by asking students to find out when Frederick began working.
- Have students describe what they see on pages 6 and 8, then encourage them to read the text on pages 7 and 9.
- Have students read the new time-line entry on page 10, then ask them to predict if they think Frederick's escape plan will work. Invite them to read the text on page 11 to find out.
- By looking at the time line on page 12, ask students how much time has elapsed from Frederick's planned escape to his real escape. Encourage them to read page 13 to find out how he escaped.
- For page 15, ask students to find the word in the text and in the caption that has a hyphen (*anti-slavery*). Challenge students to define the word, reminding them that the prefix *anti* means *against*.
- Continue with pages 16 through 19. After each page, have students briefly explain what they read.
- Work with the time line on pages 20 and 21. Encourage students to take turns reading dates and entries, in order. Have students figure out how much time has passed, or how long Frederick Douglass lived, by studying the time line (77 years).

Rereading

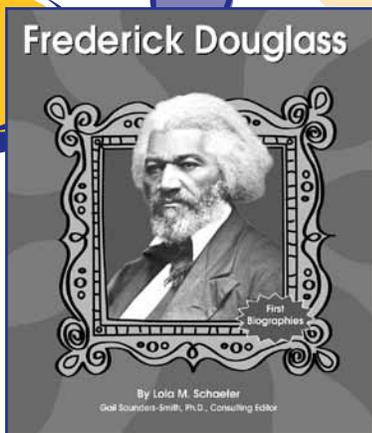
Have students read the story with partners. Pair students whose strengths complement each other.

Teaching Points

Compound words (*Englishmen, Maryland, shipyard*); suffixes and prefixes (*il-legal, un-fair-ness, south-ern*); double final consonant (*all, Congress, Douglass, pass, tell, unfairness*)

Performance Assessment

Name two moments in Frederick Douglass's life. Challenge students to explain which came first. Assign events to individual students, asking them to write the events on cards. Then work with the group to place the cards in time order.



Early-Intervention Level: 24

Guided Reading Level: L

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *Asia, chart, course, crew, Europe, explore, inspire, queen, trip, weaver*
- Map reading; some European history

Text Features

- High-frequency words: *a, also, an, and, but, by, for, from, gave, good, had, he, help, his, how, in, made, many, new, not, of, on, said, she, some, talked, the, their, they, to, too, wanted, was, were, work*
- Homonyms (*for/four, knew/new, to/too*)

Lesson for Guided Reading

Christopher Columbus

Ask students to name holidays Americans sometimes celebrate in the fall. When someone suggests Columbus Day, present the book. Help students read the book title, then invite them to share what they know about Christopher Columbus.

First Reading

- With the title page, help students recognize that the book title and author's name match those on the cover.
- At the table of contents, speculate with students how the entries—*Love of the Sea, Sailing West, and The Americas* could all be connected.
- Ask students what the person on page 4 might be thinking, then read page 5.
- After reading page 7, ask, “What do you think of Christopher’s father? Why?”
- Invite students to read the simple text on page 9 on their own.
- Ask students to help you find the proper nouns on page 11, and help them read: *Europe, Asia, Christopher*. Ask students to find *Europe* and *Asia* on the map on page 10.
- Continue with pages 12 and 13.
- Pause at page 14. Ask, “Who might the woman in the picture be?” Invite students to read not only the text on page 15, but also the caption and time line to find out.
- On page 17, have students find the words that are in different type. Explain that names of ships are written in italics. Help students read the ship names, then read the text.
- Explore pages 18 and 19 by letting students finger trace Christopher’s route from Spain to the Americas.
- After reading page 21, ask, “How do you feel about Christopher not knowing he had discovered the Americas?”

Rereading

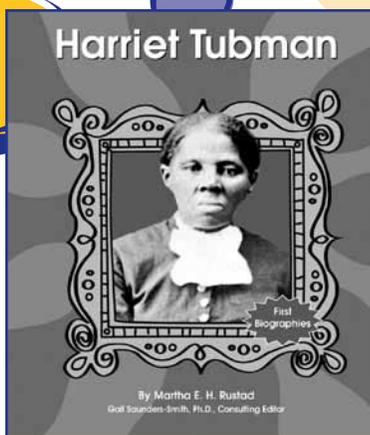
Invite students to read the book to you. Pause every few pages to make sure students understand that Christopher did not live or grow up in the United States. Ask, “Where does the action take place?”

Teaching Points

Silent letters (*island, knew*); word changes (*sail, sailor, sailed, sailing*); suffix *-er* (*mapmaker, thinker, weaver*)

Performance Assessment

Speculate with students why Christopher Columbus might have dreamed about sailing the oceans. Invite students to describe an ocean journey from Christopher’s point of view.



Early-Intervention Level: 24

Guided Reading Level: L

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *capture, chief, England, leader, Native American, respect, settler, trade*
- Clauses with *to*: *The Native Americans were willing to share their land.*

Text Features

- High-frequency words: *a, and, at, but, by, came, for, had, he, helped, her, how, in, make, of, on, she, talked, the, their, to, wanted, was, went, were, when, with*
- Variant vowel /aw/ (*daughter, talked*); oo (*food, soon, tools*)

Lesson for Guided Reading

Pocahontas

Write the name *Pocahontas* on the board as you say it out loud. Draw lines separating each syllable to help students read and recognize the name: *Po/cal/hon/tas*. Ask students what they would like to learn about Pocahontas, and write down their ideas to review after reading.

First Reading

- Talk about the photograph on the title page.
- Continue with the table of contents. Ask, “What do you think we will learn about Pocahontas? How do you know?”
- On page 5, help students read some of the longer proper nouns, such as *Native Americans* and *Powhatan*.
- Explore pages 6 and 7 by asking students if the picture shows European settlers or Native Americans. Ask, “How do you know?” Then read to confirm ideas.
- Help students recognize places on the map on page 8. Then ask students to find the words *Native Americans* in the text on page 9.
- After discussing the illustration on page 10, ask students to find and read *Pocahontas* on page 11.
- Have students read the new time line entry on page 13, then read the text to learn more about Pocahontas’s capture.
- Have students compare the picture on page 14 of Pocahontas with the picture on the cover. Ask, “Why is Pocahontas dressed this way?” Invite students to read to find out.
- Move on to pages 16 through 19. Let students read the proper nouns first to become familiar with the text before reading.
- Invite students to read page 21 on their own.

Rereading

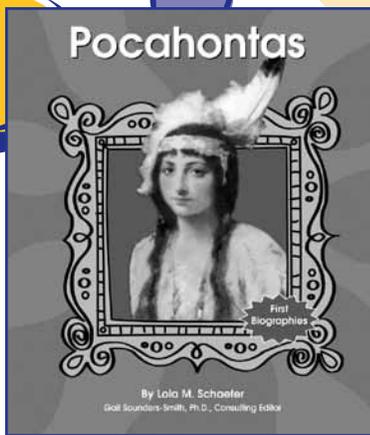
As students reread the book, encourage them to point out words they find difficult. Encourage them to share strategies they use to help figure out these more challenging words.

Teaching Points

Silent letters (*clothes, listen, write*); multiple suffixes (*peacefully*); r-controlled vowel *ur* (*capture, return*); long /e/, spelled *ea* (*each, leader, peace, speak, teach*)

Performance Assessment

Refer students to the statue of Pocahontas on page 4. Suggest to students that a plaque is with the statue. Ask, “What might the plaque say?” Invite students to write a plaque that tells why Pocahontas was important in American history.



Early-Intervention Level: 24

Guided Reading Level: L

Supports

- Time line of important events
- Photo captions to support text

Challenges

- Concept vocabulary: *Civil War, dangerous, escape, freedom, law, safe house, scout, slave, Underground Railroad*
- Directions and relationship of north to south

Text Features

- High-frequency words: *all, also, and, for, from, had, help, her, in, into, lived, many, most, not, of, or, she, some, the, their, them, they, this, to, used, wanted, was, were, when, who, work*
- Variant vowel *ou* (*house, scout, south, underground*); *oo* (*choose, schools, good*); initial consonant *a* (*about, against, along, another*)

Lesson for Guided Reading

Harriet Tubman

Write the name *Harriet Tubman* on the board, and invite students to say it with you. Help students match the words on the board with the words on the cover. Invite students to share what they know about Harriet Tubman, and list their ideas to check after reading.

First Reading

- At the title page, ask, “How is the woman in this picture different from the woman on the cover?” (She appears older.)
- At the table of contents, build background information by asking students what they know about these two entries: *The Civil War* and *The Underground Railroad*.
- As students read pages 4 through 7, encourage them to imagine what life might have been like for the slaves. Draw their attention to the illustrations, reminding them that pictures provide extra information and clues to meaning.
- Explore the illustration on page 8, asking how the action here differs from those on the previous pages. After reading page 9, ask, “Do you think Harriet will escape?”
- Continue with pages 10 and 11 to learn the answer.
- Invite students to read pages 12 through 15 to learn more about the Underground Railroad.
- For pages 16 and 17, ask students to find the new entry on the time line, then to find the dates and the words *Civil War* in the text.
- At page 20, ask students if the photograph shows a young Harriet or an older Harriet. Speculate what they will learn on the last page, then read page 21 to confirm.

Rereading

Invite students to read the book again. Suggest that before reading each page, they describe the picture, then read to confirm ideas.

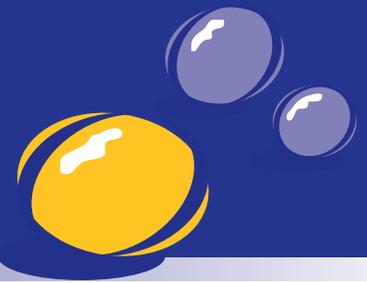
Teaching Points

Different pronunciation of *live* (short /i/) and *lives* (long /i/); suffixes *-dom* (*freedom*), *-ern* (*northern, southern*), *-ly* (*secretly*), *-ous* (*dangerous*)

Performance Assessment

Remind students that the Underground Railroad was not really a railroad in the literal sense. Challenge students to write a paragraph that explains why this escape route for slaves was called “railroad.” Why was it “underground”?

Extending the Lesson



The following activities incorporate concept knowledge gained from the First Biographies set.

Objectives

The student will:

- Appreciate the contributions of famous people
- Organize biographical figures into historical time frames
- Recognize historical time periods

Entry Point—Engaging the Learners

- Encourage students to talk about famous people they know today, such as athletes, entertainers, writers, astronauts, even the president.
- Speculate with students if they think these people will be remembered 100 or 200 years from now or three years from now.
- Encourage students to explain what a person would need to do if he or she were to be remembered throughout history. List students' ideas on the board, and discuss each point.
- Explain that as students study these people, they will learn why we still remember them today.

Preparation

- Create a time line on a large sheet of mural paper. Start with the year 1400. Make a new time-line entry for each century: 1400, 1500, 1600, 1700, 1800, 1900, 2000. Make each section about the same size, but make the distance between 1800 and 1900 bigger since many biographies occur during this time period.
- Collect paints, brushes, markers, crayons, newspaper, and art smocks.

Activities

- Divide the class into 12 groups, and give each group a book. Tell students you would like them to help you organize the books along a time line. Roll out the large time line on mural paper, with the dates 1400 to 2000 written across the

bottom. Talk about how many years are represented by the time line, and confirm 600. Tell students to look through their books to find the year that person was born. Have groups place their books on the proper place on the time line. Books should be arranged in this order: Columbus (1451), Pocahontas (1595), Franklin (1706), Douglass (1818), Anthony (1820), Barton (1821), Tubman (1820s), Edison (1847), Carver (1864), Earhart (1897), Parks (1913), Robinson (1919).

- Have students note the times around which many books are grouped. Write important dates on the time line, such as the arrival of Columbus in America (1492), the settlement of Jamestown (1607), the signing of the Declaration of Independence (1776), the Civil War (1861–1864), and the Civil Rights Movement (1950s and 1960s). Ask students why some people are grouped near these dates. Lead students to realize that often people become well known during times of trouble or social change. Encourage students to recall how each person contributed during important historical events.
- Invite the class to turn the time line into a mural. Have groups use photographs or illustrations in the books as a reference to illustrate that person and historical moment on the time line. Supply paints, brushes, markers, crayons, newspapers to protect floors, and smocks to protect clothing.
- Have groups work together to write a paragraph that tells about each person. Tape the paragraphs below each drawing, then display the mural in the hallway outside your classroom.

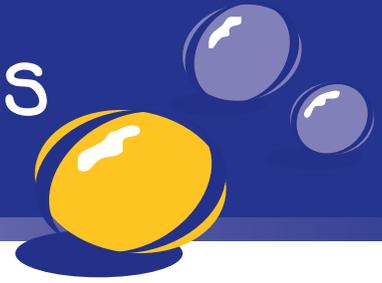
Challenging and Checking

Display the books and name achievements. Challenge students to identify the correct person.

Reflecting

Assess what questions students can ask and answer, such as “Who set up the American Red Cross?”

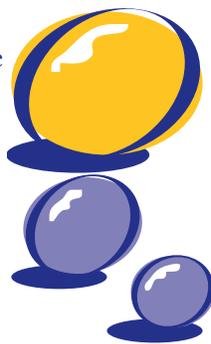
Curriculum Connections



The following activities can be used to expand your biography studies into other subject areas.

Oral Language/History

- Ask students to choose the person in the set who they found the most interesting. Suggest to students that the person has received an award, and he or she must give a speech. Encourage them to write a speech, including a bit about the person's background and why the award is special to him or her. Set aside time for students to present their speeches, allowing them to read from their papers or notes.
- Let students conduct interviews with partners. Suggest that a person from the books has traveled in time to the present, and permit students to interview him or her. Assign figures from the biographies, or allow students to choose. Tell students to come up with a list of questions and possible answers. Have students decide who will be the interviewer and who will be the time traveller. Have students role-play their parts, asking and answering questions. Invite students to share their role-plays with the class.
- Let students put on a talk show. Divide the class into groups of four, and let them choose three people from the set. One group member will be the talk show host, while the other three will be the biographical figures. Instruct groups to come up with a discussion topic for the show, such as contributions during the Civil War, inventions, or the rights of African Americans and women. Allow students to write down ideas, but explain that you want their shows to be ad-libbed and free flowing. Let the host sit at your desk, and group three chairs to one side for the historical figures. Invite groups to act out their talk shows for the class.



Math

- Choose one book, such as *Rosa Parks*. Write her birth year and the year she started school on the board. Challenge students to explain how to figure out her age when she started school. Confirm that they should subtract 1913 from 1918. Write the equation on the board for students to solve. Continue with other dates.

Writing and Research

- Encourage students to imagine that they were newspaper reporters living during the same time as one of the people in the set. Let students choose a person or historical time period that interests them, and ask them to imagine that they are at a historic event, such as witnessing Amelia Earhart after one of her flights. Challenge them to imagine what that moment might have been like, then ask them to write a newspaper story about that moment. Remind them to look through the book for ideas. Suggest that they include quotes from people who may have been there and descriptions of the time and place.
- Share with students that the books in this set are not the only biographies written about these people. Ask students to choose one person to research in more detail at the library. Tell students to find one more biography about their chosen figure. In class, ask students to show the biography they found, and to explain the similarities and differences with the book they read in class. Encourage students to share one fact they learned about their historical figure.

Geography

- Point out that many people they read about made journeys. For example, Pocahontas and Frederick Douglass traveled to England. Amelia Earhart flew to Ireland. Christopher Columbus sailed from Spain. On a world map, invite students to trace routes for people in the books. Help students figure out the distances traveled.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

School Work to Bring Home

- Invite students to bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read and how their writing reflects what they have learned.
- Let students take home the newspaper stories they wrote about a historical figure and time period. Encourage them to share why they chose this person and moment to write about, and to explain why they find this era fascinating.
- Have students share the library book they researched and compared. Encourage students to read parts of the book with their family to learn more about this famous person.

Show What You Know

- Have students list the 12 names of the people they read about in a column on a sheet of paper. In a column next to the list, have them note the contribution made by each, but out of order. Have students present the list to their families, challenging them to match the person with the correct contribution. Encourage students to help their families make the correct choices.
- Encourage students to draw a picture of the person they found the most interesting. Have students ask their families to guess who the person is, and tell students to then write the name below the picture. Encourage students to tell their families why they like this person. Students might also share their speeches.

Activities to Do at Home

- Ask students to work with their families to create thank-you cards for two or three people. Tell students to thank these people for their special contributions. Encourage students and their

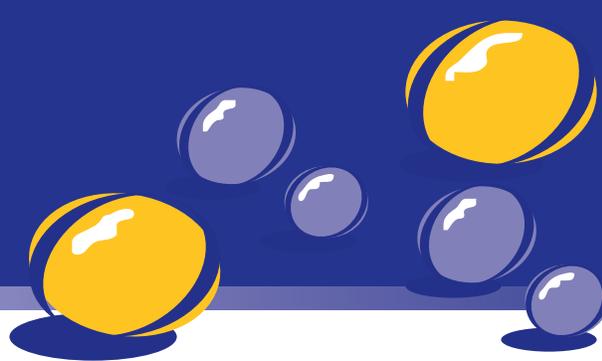
families to decorate the cards.

- Encourage students to work with their families to create a game of “Biography Concentration.” Explain that they will need 24 index cards. On 12 index cards, they will write the names of the 12 people they read about. On the remaining 12 cards, they will write an accomplishment for each person. Tell students to work with their families to write the cards, then to play the game with their families. Explain that they should place all the cards face down on a table. Turning over two cards at a time, players find and match a person with his or her accomplishment. The person who finds the most matches is the winner.
- Invite students to ask their families which of the 12 historical figures would be the most fun to meet. Have students share their own choices, then encourage them to work with their families to write a story about the two figures meeting each other. For example, if the student has chosen Pocahontas, and the family has chosen Thomas Edison, what would a meeting between Pocahontas and Thomas Edison be like? Suggest that students first draw a picture of the meeting to prompt ideas. Tell students to let the two people meet in present times. For example, perhaps Pocahontas and Thomas Edison would go shopping at the mall or master a video game. Then let students have fun with their families, exchanging ideas about questions and answers, as well as things the two might do together.

Back in Class

- Display students’ thank-you cards on strings strung across a bulletin board, with the title “Thank You!”
- Invite students to share their “Biography Concentration” games with small groups. Have groups play the game.
- Invite students to share the stories they wrote with their families about a meeting during present times between two historical figures.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage effective pre-reading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart. Then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced. Overall they emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs.

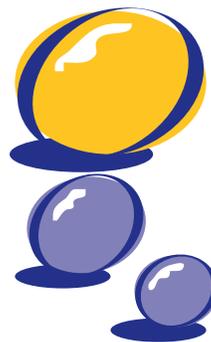
Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading) what they actually learned from reading that Pebble Book. By

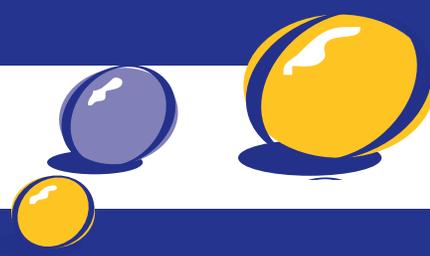
its nature, this pre- and post-reading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply to memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____ Date _____

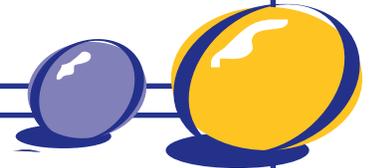
What I know about _____



What I want to know about _____



What I learned about _____



Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
