

SOAR

SOAR [4]

- Folktales/Legends
- History/Culture
- Horror
- Sports
- STEM

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Instructional Support Components

This guide contains instructional support for each book.

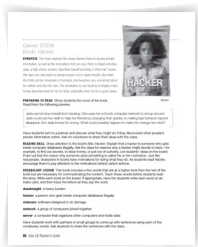
GENRE OVERVIEW AND LESSON PLAN

(one for each genre): Use these pages to introduce and discuss the genres in this set. Lessons are appropriate for whole class or small group instruction.



BOOK LESSON PLAN

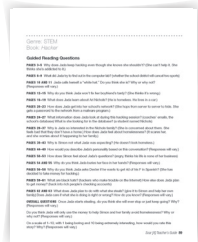
(one for each book): Use these pages to introduce the books, to teach or review specific reading skills, and to introduce any



special vocabulary in the books. Lessons are appropriate for whole class, small group, or individual instruction.

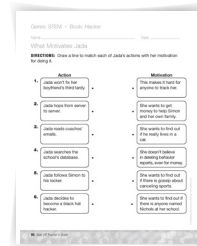
GUIDED READING QUESTIONS

(one for each book): Use these pages after the initial reading of the book. These questions allow for a deeper rereading of the book and an exploration of the book's issues and character dynamics. Questions are appropriate for whole class, small group, or individual instruction.



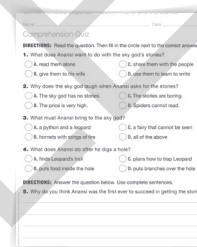
COMPREHENSION ACTIVITY

(one for each book): Use these pages to monitor comprehension and build reading skills. Activities are appropriate for paired or independent work.



BOOK QUIZ

(one for each book): Use these pages to assess comprehension. Quizzes are a mix of multiple-choice questions and one short-answer question.



Implementation Options

Soar is intended as a supplemental set of books for classroom use. The lesson plans and guided reading questions in this guide are designed for both small groups and individual students. Here are some options for implementation:

- Display the books as part of a classroom library and allow students to self-select titles. Use the reproducible activity and quiz for each book to monitor comprehension.
- Form small groups for genre exploration. Assign two or more books from a genre set to each small group. Use the genre overviews and lesson plans to introduce each genre. As each group completes a book, use the guided reading questions to spur discussion and to check comprehension. Have the groups complete a presentation on how the books represent the genre they are exploring. Use the reproducible activities and quizzes for the books to monitor comprehension.
- Use selected titles for intervention with teens reading below level. Assign a specific title to a group, and use the lesson plan in this guide to introduce the book and teach any special vocabulary. Have the students read the book independently or as part of a small group. Use the guided reading questions after the first read to build comprehension and encourage book discussion. Then assign the reproducible activity. Students may work independently or in pairs. Use the quiz to assess comprehension.

Clark, C. & Rumbold, K. "Reading for Pleasure: A Research Overview." National Literacy Trust, 2006.

Cullinan, B. E. "Independent Reading and School Achievement." American Association of School Librarians, 2000.

National Endowment for the Arts. "To Read or Not to Read: A Question of National Consequence." Research Report #47. 2007.

Walberg, H.J. "Scientific Literacy and Economic Productivity in International Perspective." Daedalus, 112, 1-28. 1983.

Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
Folktales/Legends Genre					
Anansi and the Stories	F	a West African folktale	1.9	210L	1658
The Frog Prince	F	a fairy tale from Europe	1.6	210L	1661
The Language of the Birds	F	a folktale from Russia	1.7	170L	1683
Leprechauns	N	history of an Irish legend	2.0	180L	1502
History/Culture Genre					
Call Me	F	adapting to a new style of communication	1.7	200L	1665
The Scare	F	searching for a treatment that stops smallpox	1.9	240L	1657
Uprising	F	using social media as a force for democratic change	1.8	130L	1756
The Mercury 13	N	women's quest for equality in the space program	2.0	140L	1684
Horror Genre					
Blood-Red Rock	F	a post-apocalyptic tale of survival	1.6	120L	1592
The Glow	F	supernatural terror in a small town	1.6	140L	1741
It Came from Below	F	trapped with an unusual killer	1.7	110L	1481
Vlad the Impaler	N	the real Dracula	2.0	130L	1402
Sports Genre					
Goalie Trouble	F	facing fears head-on	1.7	140L	1703
Step Up	F	taking skills to the next level	2.0	130L	1628
The Way Through	F	finding your own path in sports	1.7	120L	1692
Usain Bolt	N	the fastest man in the world	2.0	130L	1638
STEM Genre					
Drone Pilot	F	when a video game becomes real	1.8	200L	1700
Hacker	F	diving into the dark web	1.7	200L	1673
Stolen	F	using detective skills to solve a crime	1.6	180L	1642
Hard Evidence	N	how a real CSI solves crimes	2.0	130L	1458

TEFL Program Progress Chart

SOAR [4]

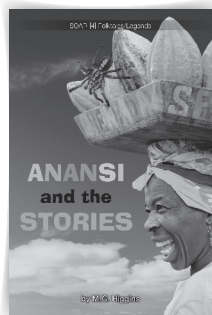
Student Name: _____ Date: _____

Book	Date Read	Guided Reading Questions Completed	Activity Sheet Score	Quiz Score	Comments
Folktales/Legends					
Anansi and the Stories				/5	
The Frog Prince				/5	
The Language of the Birds				/5	
Leprechauns NF				/5	
History/Culture					
Call Me				/5	
The Scare				/5	
Uprising				/5	
The Mercury 13 NF				/5	
Horror					
Blood-Red Rock				/5	
The Glow				/5	
It Came from Below				/5	
Vlad the Impaler NF				/5	
Sports					
Goalie Trouble				/5	
Step Up				/5	
The Way Through				/5	
Usain Bolt NF				/5	
STEM					
Drone Pilot				/5	
Hacker				/5	
Stolen				/5	
Hard Evidence NF				/5	

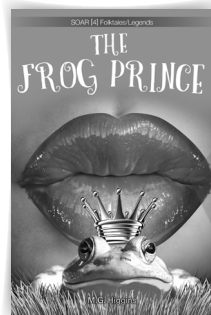
Genre: Folktales/Legends

DESCRIPTION Folklore is a collection of tales, traditions, and beliefs passed from person to person, often in spoken form. As our earliest form of popular fiction, folktales contain many of fiction's key elements: well-structured plots, imaginative characters, and moral lessons. Because their purpose is to entertain, folktales often include dramatic events and fantastical creatures, such as talking animals, fairies, and spirits. To aid storytellers' memory, these tales often include repeating plot elements (such as a character asked to do multiple tasks) and catchphrases (such as "once upon a time" and "happily ever after"). Legends are stories that are partly true or based on historic facts. The events in the stories, however, are often exaggerated. This set of books includes folktales from Africa and Russia, a fairy tale from Europe, and a nonfiction account of an Irish legend.

Overview of Books



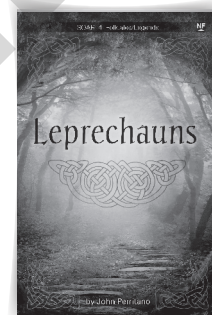
A West African Folktale



A Fairy Tale from Europe



A Folktale from Russia



History of an Irish Legend

INTRODUCING THIS GENRE Write *folktale* on the board. Underline *folk* and explain that it means "people." Underline *tale* and ask students what the word means (story). Tell students that a folktale is a story passed along from person to person, often in spoken form. Point out that long before television, storytelling was an important form of entertainment. Many folktales include brave and heroic characters, exciting events, and fantasy elements, such as talking animals, magic spells, and made-up creatures like unicorns and dragons. Folktales often have satisfying endings in which the main character is said to live "happily ever after."

Show students the covers and titles of the four books in this set and have them guess what each one is about. Explain that the three fiction stories include talking animals and events that could not happen in real life. The nonfiction book describes an Irish legend that is popular on St. Patrick's Day.

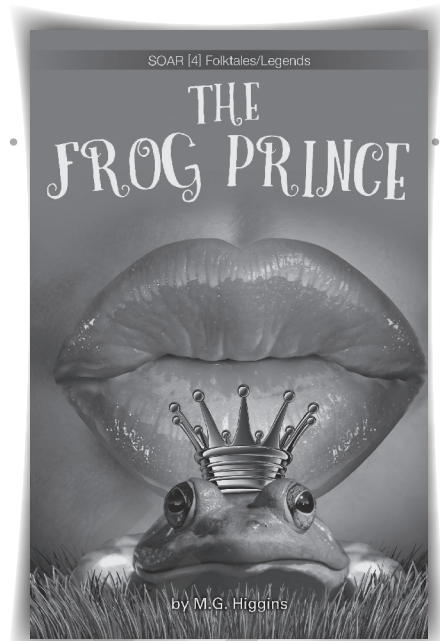
PARTNER SHARE Assign partners and have pairs share any folktales or fairy tales they have read or know about. Then ask pairs to choose one of the fiction titles in this set. Have them describe the kinds of characters and events they might encounter in a book with this title.

Genre: Folktales/Legends

Book: *The Frog Prince*

SYNOPSIS This book is a modern retelling of a Grimms' fairy tale. When a princess drops her beloved golden ball in a pond, she'll do anything to get it back—even make a deal with a disgusting frog. The frog agrees to fetch the ball only if he can live with her, eat off her plate, and sleep on her bed. The princess thinks this is all a joke—until the next day, when the frog arrives at her door. Then the princess learns an important lesson about honoring her word.

PREPARING TO READ Show students the cover of the book. Read them the following preview:



The Frog Prince

A princess drops her favorite toy in a pond. A frog offers to get it back for her—but only if the princess promises to do something she *really* doesn't want to do. She agrees, but secretly plans to break her promise. She soon finds out that her promise can't be broken so easily.

Have students turn to a partner and discuss how they felt after they either kept a promise or broke a promise.

READING SKILL Explain that fairy tales are stories that teach a lesson through a main character. We learn that lesson by the way the character behaves. Write this sentence on the board: "You're on your own, fly breath." Tell students the princess says this in the book. What does this statement tell us about her? Encourage students to name characters from other fairy tales and tell what they are like. Show students the title page of *The Frog Prince*. Have them guess how this princess will behave.

VOCABULARY LESSON This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card, and then trace the letters as they say the word.

bank land at the edge of a pond

bounds runs or hops forward

faithful doing a job; keeping a promise

plod to walk slowly with heavy steps

request something asked for; to ask for something

wail to cry out in pain or anger

Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Ask students to share the sentences with the class.

Genre: Folktales/Legends

Book: *The Frog Prince*

Guided Reading Questions

PAGE 3 Why does the princess take her golden ball on the hike? (She loves it. It calms her nerves.)

PAGES 4 AND 5 Where is the princess walking? (in the forest)

PAGES 6–9 How does the princess drop her ball? (tosses it too high and misses when trying to catch it)

PAGES 10 AND 11 How do we know the princess is upset? (She sobs and wails.)

PAGES 12–15 What does the frog want in return for getting the princess's ball back? (to live with her, eat off her plate, and sleep on her bed)

PAGES 16–19 Why does the princess agree to do what the frog asked? (She does not think she will have to do any of those things.)

PAGES 20 AND 21 How does the princess feel as she heads home? (happy that she got her ball back)

PAGES 22–27 Why do you think the princess is scared? (She did not think the frog would follow her. Now she will have to tell her dad what happened.)

PAGES 28–31 What does the king say about the princess's promise to the frog? (that she must honor it)

PAGES 32–35 What does the frog say that shows you he is polite? (He says "please.")

PAGES 36–39 What is the first thing the princess does to live up to her promise? (lets him eat off her plate) How can you tell she does not enjoy this? (She sighs. She thinks the frog leaves cooties.)

PAGES 40 AND 41 How does the princess feel when she takes the frog to her room? (sick)

PAGES 42 AND 43 When the princess wakes up, how does she feel? (happy that the frog is gone)

PAGES 44–49 What does the princess learn about the frog? (He is serious about her promise.)

PAGES 50 AND 51 Who does the princess see when she wakes up? (a prince)

PAGES 52 AND 53 What does the princess find out about the frog? (that the frog was once a human prince, but then a fairy put an evil spell on him)

PAGES 54–57 When the prince says "I'm so glad it was you," what is he talking about? (He is glad the princess is the one who broke the spell.)

PAGES 58–63 What will the prince and princess do now? (get married; live happily ever after)

OVERALL QUESTIONS What do you think is the lesson of this book? (Responses will vary.)

How do you think the character of the frog helped teach the lesson of the book? (Responses will vary.)

On a scale of 1–10, with 1 being boring and 10 being extremely interesting, how would you rate this story? Why? (Responses will vary.)

Name _____ Date _____

How Does the Princess Feel?

DIRECTIONS: Read each quote from the story. Underline words that give clues about what the princess is feeling. Write the letter of the feeling on the line.

A. glad

B. sad

C. sick

D. surprised

1. _____ Tears fill my eyes. "No!" I wail.
2. _____ I skip along the trail, humming a happy tune.
3. _____ Oh my gosh. This is so crazy. First of all, frogs can't talk.
4. _____ I carry the slimy critter upstairs to my bedroom. A sick feeling comes over me.
5. _____ "I just want my ball back. I'd give anything," I cry.
6. _____ But now my plate is covered with frog cooties.
7. _____ I breathe a sigh of relief.
8. _____ Standing at the foot of my bed is a prince ... All I can do is stare.
9. _____ Ew, gross.
10. _____ I have a good feeling about our future. I think we'll live happily ever after.

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. Why does the princess agree to do what the frog asks?

- A. to get her ball back C. to get him to come over
 B. to find her way home D. to get clothes and jewels

2. How does the princess feel when she leaves the frog in the forest?

- A. sorry for him C. glad to forget him
 B. scared of him D. thankful for his help

3. What does the king tell the princess to do?

- A. to marry the frog C. to honor her promise
 B. to kick the frog out D. to move out of the palace

4. Why does a handsome prince appear in the princess's bedroom?

- A. because the king sent him there C. to rescue the princess
 B. because the princess made a wish D. because the princess broke a spell

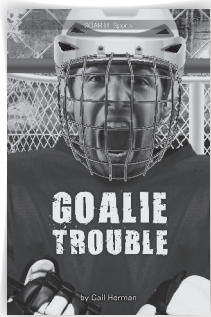
DIRECTIONS: Answer the question below. Use complete sentences.

5. What is the lesson of this fairy tale?

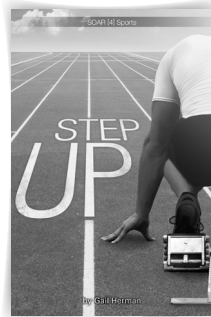
Genre: Sports

DESCRIPTION Sports is a genre that focuses on stories of personal and team challenges while bringing readers the excitement and suspense that is part of sporting events. The main characters in the three fiction books face a range of issues teens can relate to, from overcoming fears and doubts to having patience for the hard work it takes to improve a skill. The nonfiction book is a biography of sprinting legend Usain Bolt, whose accomplishments have thrilled viewers around the globe. Sports is a genre that not only allows readers to experience the action being described but also provides insight into how personal challenges can be overcome or thought of in different ways in order to reach one's potential.

Overview of Books



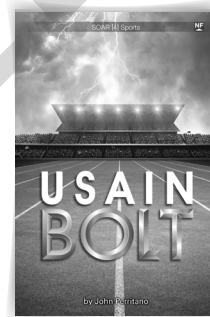
Facing Fears Head-On



Taking Skills to the Next Level



Finding Your Own Path in Sports



The Fastest Man in the World

INTRODUCING THIS GENRE Ask students the following questions: Why are sports fun to watch? What qualities make a good athlete? Write their responses on the board. Encourage students to include both the mental and physical qualities athletes must possess. Point out that the answers to these questions are also what make sports a good topic for stories. Athletes, like good story characters, face challenges and go through changes. Sporting events, like story events, are suspenseful and entertaining. Tell students that as they read the sports stories in this genre, they should pay attention to the challenges characters face and how they overcome them.

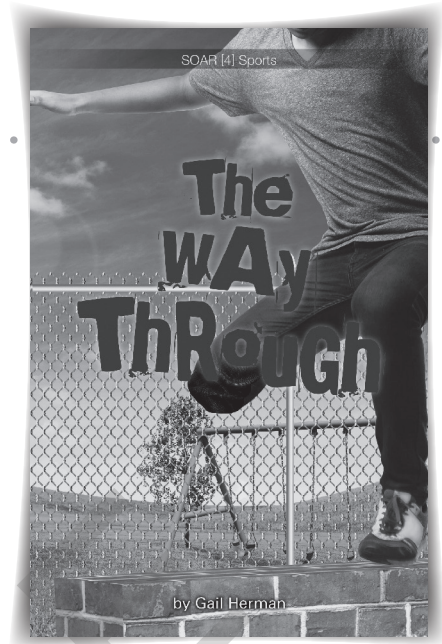
Show the covers and titles of the four books in this set and have students guess what each one is about. Explain that the three fiction books are about three different sports and feature teens who face challenges they must overcome. The nonfiction book tells the true story of Usain Bolt, who has been called the fastest man in the world.

PARTNER SHARE Assign partners and have the pairs choose one of the three fiction titles in this set of books. Once they choose a title, have students come up with a brief story plot that fits with the chosen title. Remind students to include a character who must overcome challenges within the context of a suspenseful sporting event. Once finished, encourage pairs to share their stories with the class.

Genre: Sports

Book: *The Way Through*

SYNOPSIS This book explores how the sport of parkour helps two teens overcome their personal challenges. Joe is missing part of one leg. Kate struggles with body image. The two share a bond of feeling different from others. Now in high school, Joe sees a group of athletes doing radical moves in the park. He wants to learn more and takes Kate with him to watch. They soon learn that parkour is not about competing. The purpose is to find one's way through a path of obstacles, striving for a personal best. It just may be a way for Joe and Kate to break through what holds them back.



The Way Through

PREPARING TO READ Show students the cover of the book. Read them the following preview:

Joe and Kate are best friends. They feel different from other people. When Joe sees athletes jumping and flipping over objects in the park, he wants to try it. Kate isn't so sure. Can a sport really help people overcome fears?

Have students turn to a partner and discuss what they think will happen in this book based on the cover and preview. Ask volunteers to share their predictions.

READING SKILL Point out that authors use setting to let readers know where a story takes place. The setting helps create the mood. For example, a story might be about camping. The setting could be a backyard or a cemetery. The stories are likely to be very different. Knowing the setting helps readers visualize the text. Explain that *The Way Through* is about a sport called parkour. The athletes run, jump, and flip while moving among obstacles. Ask students to think about what kind of setting would be needed for this kind of action. Encourage them to form mental images as they read. This will help them understand the action in the story.

VOCABULARY LESSON This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card, and then trace the letters as they say the word.

obstacle something that keeps you from making progress, such as an illness; an object that blocks your path

parkour the sport of moving as quickly as possible through an area containing obstacles

radical very new and different from what is traditional or ordinary

Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Ask students to share the sentences with the class.

Genre: Sports

Book: *The Way Through*

Guided Reading Questions

PAGES 3–6 Where did Joe and Kate meet every day after school? (the bench by the front doors) Why did Joe need crutches? (He was missing part of one leg.)

PAGES 7 AND 8 How did Kate feel about herself? (heavy, clumsy) What did the friends promise each other? (Nothing would come between them.)

PAGES 9–12 Where did Joe take Kate? (the park) What objects were there? (Responses will vary.)

PAGES 13–15 What actions besides running did the group do? (Responses will vary.)

PAGES 16–19 Were the people doing parkour racing each other? (no) How is parkour different from other sports? (It's not a contest. Nobody wins or loses.)

PAGES 20–23 What did Shane say about *objects*? (They are things in the way.) How are these things part of parkour? (The group uses them to get where they're going.)

PAGES 24–29 What did Shane say is used to get somewhere? (everything here, fence, wall) What did Shane say about fears? (Parkour helps people face them and move on.)

PAGES 30–35 Why didn't Kate try parkour? (embarrassed) What did Joe do first? (hop on stairs)

PAGES 36–41 How did Joe do on the swings? (Responses will vary.)

PAGES 42 AND 43 What move did Joe try on his own? (jumped from a wall to a bench)

PAGES 44–47 Had Kate seen Joe do parkour? (no) Why do you think Kate didn't meet Joe the next day at the usual spot? (Responses will vary.)

PAGES 48–51 How did training help Joe? (Responses will vary.) What did he see a week later? (new path)

PAGES 52 AND 53 How did Joe do on his new path? (Responses will vary.)

PAGES 54–57 What were Kate's first moves? (hopping up and down steps and running along walls) What happened that Kate had feared? (Someone rolled his eyes.) How did she react? (Kate ignored him.)

PAGES 58–61 What happened to Joe and Kate after weeks of training? (Responses will vary.)

PAGES 62 AND 63 Why did Kate say she and Joe both won? (Responses will vary.)

OVERALL QUESTIONS Do you think the author chose the right setting for this book? Why or why not? (Responses will vary.)

What do you think is the lesson of this book? (Responses will vary.)

On a scale of 1–10, with 1 being boring and 10 being extremely interesting, how would you rate this story? Why? (Responses will vary.)

Name _____ Date _____

Analyze the Setting

DIRECTIONS: Think about *The Way Through* and its main setting. Fill in the chart with four details. Also fill in what the character or characters are doing or feeling each time. Use the book if you need help.

Details About the Setting	What the Characters Are Doing or Feeling

DIRECTIONS: Invent your own parkour move. Describe the move below. Use complete sentences. Then draw someone doing the move you invented.



Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. Where did Joe's first parkour move take place?

- A. on the stairs C. on a swing
 B. in a grassy area D. on the ropes

2. How did Shane describe parkour?

- A. a contest C. a state of mind
 B. a set of rules D. a team sport

3. What were Kate's reasons for not trying parkour at first?

- A. People would laugh. C. She was embarrassed.
 B. She might fail. D. all of the above

4. What was the victory Joe and Kate shared at the end of the book?

- A. They won a medal. C. They joined the parkour team.
 B. They did smooth moves. D. They won a parkour race.

DIRECTIONS: Answer the question below. Use complete sentences.

5. Why do you think Joe and Kate liked parkour?

SOAR

Folktales/Legends

- Anansi and the Stories
- The Frog Prince
- The Language of the Birds
- Leprechauns **NF**

History/Culture

- Call Me
- The Scare
- Uprising
- The Mercury 13 **NF**

Horror

- Blood-Red Rock
- The Glow
- It Came from Below
- Vlad the Impaler **NF**

Sports

- Goalie Trouble
- Step Up
- The Way Through
- Usain Bolt **NF**

STEM

- Drone Pilot
- Hacker
- Stolen
- Hard Evidence **NF**