

T E A C H E R ' S G U I D E

GO! EMERGE

1

- ADVENTURE
- ARTS
- BIOLOGY
- INSECTS/ARACHNIDS/REPTILES
- MYSTERY

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Instructional Support Components

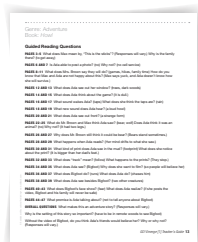
This guide contains instructional support for each book.



GENRE OVERVIEW AND LESSON PLAN (one for each genre): Use this page to introduce and discuss the genre. Lessons are appropriate

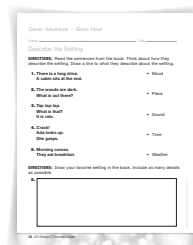
for whole class or small group instruction.

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



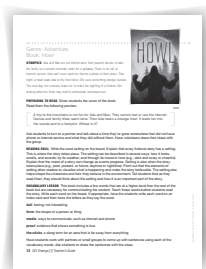
GUIDED READING QUESTIONS (one for each book): Use this page after the initial reading of a book. These questions allow for a deeper

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.

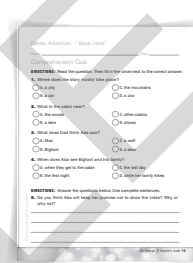


COMPREHENSION ACTIVITY (one for each book): Use this page to monitor comprehension and build reading skills. Activities in this guide

are appropriate for paired or independent work.



BOOK LESSON PLAN (one for each book): Use this page to introduce a book, to teach or review specific reading skills, and to introduce



BOOK QUIZ (one for each book): Use this page to assess comprehension. Quizzes are a mix of multiple choice and short-answer questions.

Implementation Options

Go! Emerge is intended as a supplemental set of books for classroom use. The lesson plans and guided reading questions in this guide are flexible and may be used with classes, 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 overview and lesson plan to introduce the 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 students reading below level. Assign a specific title to a group, and use the lesson plan in this guide to introduce the book and teach 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. 2006. "Reading for Pleasure: A Research Overview." National Literacy Trust. Accessed January 19, 2018. <https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/>.

CTIA Wireless Foundation, n.d. "Kids Wireless Use Facts." Accessed January 19, 2018. <http://www.growingwireless.com/get-the-facts/quick-facts>.

Cullinan, B. E. 2000. "Independent Reading and School Achievement." *Research Journal of the American Association of School Librarians* 3: 1-24.

Scholastic Inc. and YouGov. 2016. "Kids & Family Reading Report." Accessed January 19, 2018. <http://www.scholastic.com/readingreport/key-findings.htm>

Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
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Adventure Genre

Howl	F	tracking a legendary beast	0.5	BR	650
The Mine	F	facing danger underground	0.5	BR	617
Storm	F	heading off disaster at sea	0.5	BR	599
Deep	NF	exploring caves	0.5	BR	536

Arts Genre

Act I	F	trying to remember lines for a play	0.5	BR	601
Moves	F	dreaming of a career in dance	0.5	BR	637
Poet	F	facing the concept of plagiarism	0.5	BR	609
Toons	NF	how animated cartoons have evolved	0.5	BR	606

Biology Genre

Circle of Life	F	the laws of nature	0.5	20HL	531
Just Her Luck	F	rescuing a hurt animal	0.5	BR	645
Viral	F	how a virus can spread	0.5	BR	596
Animal Tools	NF	animals and the tools they use	0.5	BR	599






Insects/Arachnids/Reptiles Genre

Hatch	F	helping to save baby sea turtles	0.5	BR	551
Rare	F	chasing a rare butterfly	0.5	BR	625
Slither	F	dealing with a fear of snakes	0.5	BR	632
Spiders	NF	facts about spiders and how they affect us	0.5	BR	534

Mystery Genre

Fear	F	noises in the night	0.5	BR	650
Into the Woods	F	a strange encounter	0.5	BR	630
Shiny Things	F	the case of the missing keys	0.5	BR	635
Crop Circles	NF	theories about crop circles	0.5	BR	572

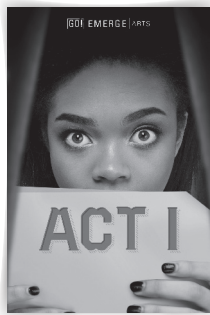
Comprehension Skills Chart

Book	Page Number	Reading Skill	Vocabulary Words
Adventure Genre			
Howl	14	setting	dull, form, media, proof, the sticks
The Mine	18	sequence of events	grunt, hunch, long shot, mine, wad
Storm	22	main character	gale, gash, gust, risk, SOS
Deep 	26	reading a map	blind, caver, guide, lava, tube
Arts Genre			
Act I	31	main idea and details	direct, focus, mark, rehearse, role
Moves	35	character qualities	arts, entry form, fee, peace, shrug
Poet	39	inference	fake, glare, gush, swoon, tweak
Toons 	43	reading a chart or table	3D, cartoon, cel, CGI, VR
Biology Genre			
Circle of Life	48	summarization	draining, food chain, liner, nature, stills
Just Her Luck	52	drawing conclusions	mascot, medicine, pus, whimper, whine
Viral	56	flashbacks	allergic, fever, germ, mono, viral
Animal Tools 	60	using subheads	flee, harsh, plod, spear, twig
Insects/Arachnids/Reptiles Genre			
Hatch	65	character conflict	draw, dune, faint, gasp, hatch
Rare	69	character motivation	biology, design, rare, science, shimmer
Slither	73	cause and effect	limb, slither, snarl, uneasy, wreck
Spiders 	77	reading a comparison chart	fang, poison, shy, silk, tote
Mystery Genre			
Fear	82	5Ws and H questions	basement, moan, nervous, swung, trust
Into the Woods	86	characters, setting, and events	battle, Civil War, dawn, uniform, weapon
Shiny Things	90	fact and opinion	cousin, playlist, sigh, stuck, torture
Crop Circles 	94	reading labels for visuals	craft, crop, plank, site, UFO

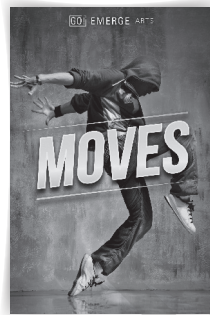
Genre: Arts

DESCRIPTION The importance of the arts in our lives cannot be overstated. Dance, music, theater, the visual arts, and other forms of creative expression spark our imagination and bring us joy, whether we are performing or enjoying the unique talents of others. For tweens who may just be discovering who they are and who they want to be, the arts are especially important. Studies show that involvement in the arts helps academic growth. The benefits extend to personal and social growth too. The arts allow students to explore their interests, discover their talents, learn lifelong skills, grow in confidence, and find an outlet for self-expression. For those challenged by the more standard classroom subjects, the arts can provide an opportunity to shine. The goals of this genre are to highlight ways in which the arts affect lives and to inspire students to pursue their own creative abilities and dreams.

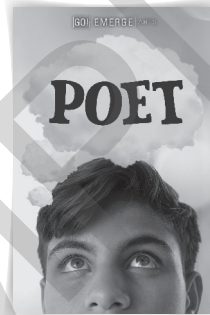
Overview of Books



Trying to Remember Lines for a Play



Dreaming of a Career in Dance



Facing the Concept of Plagiarism



How Animated Cartoons Have Evolved

INTRODUCING THIS GENRE Draw a Venn diagram on the board. Label one circle “Arts” and the other “Science.” Ask students what they think when they hear the word *arts*. Repeat for the word *science*. After students share their thoughts, explain that *arts* refers to a group of creative talents, including dance, music, theater, and visual art forms such as painting and photography. The way we judge these talents is often based on personal opinion. Write the word *opinion* in the arts circle. Point out that science is based on fact. A science test, for example, has right and wrong answers. Write the word *fact* in the science circle. Ask students if they think a dancer needs skill to dance. Then ask if they think it takes skill to be a scientist. Write the word *skill* in the middle section of the diagram. Ask students to think about other ways the arts and science are alike and different. Guide the discussion, and fill out the diagram.

Show students the covers and titles of the four books in this set, and have them guess what each one is about. Explain that each one explores a different aspect of the arts.

PARTNER SHARE Assign partners and have students share their own thoughts, ideas, or experiences with any of the arts. Encourage them to share which book in the set looks the most interesting to read.

Genre: Arts
Book: *Moves*

SYNOPSIS This book explores how a mother's plans for her son's future clash with his own dreams. Will loves to dance and hopes to be a professional dancer, but his mom says no to dance school. To her, it is a waste of time. Will's dad supports his son's dreams but wants to keep the peace with his wife. Then, a video of Will dancing goes viral, setting off a string of events that help decide his future.

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

Will loves to dance, and he's really good at it. There is a high school for the arts, and he would like to go there. But one of his parents says no. It seems that Will's dream is over. Can anything—or anyone—save it?

Ask students to turn to a partner and talk about what they think will happen in this book based on the cover and the preview. Then have volunteers tell the group some of their predictions.

READING SKILL Write the words *character qualities* on the board. Explain that authors create characters to have specific purposes and qualities. Qualities are what a character is like as a person. They are defined by what the character does, says, and thinks. Qualities can be considered good or bad. For example, a character may be polite or rude. These qualities help make a character seem real to the reader. How a character reacts to the main problem in the story shapes how the story develops and can affect the story's ending. Point out that characters may change by the end. Ask students to predict some of the character qualities they may encounter in *Moves* and explain the reasons for their predictions.

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.

arts a group of activities done by people with creative skills; includes visual arts, music, dance, and theater

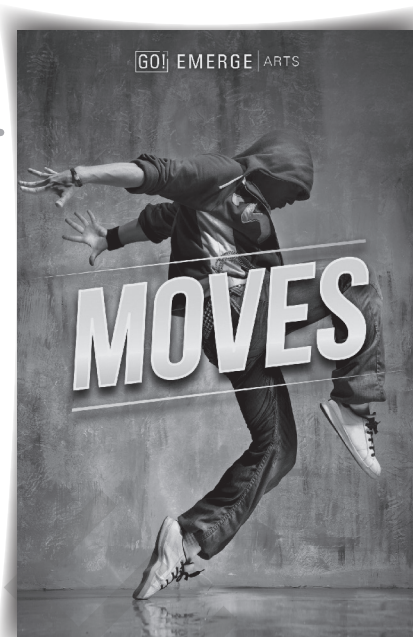
entry form a paper someone fills out to sign up for something

fee money that must be paid to do something

peace a state of calm; people are not arguing or fighting

shrug to lift and lower one's shoulders to show a lack of caring or understanding

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.



Moves

Genre: Arts
Book: *Moves*

Guided Reading Questions

PAGES 3–6 What do Will and Kim do when they meet? (They take turns dancing.)

PAGES 7–9 What happens after Will dances? (Kids clap. Some cheer.) How does Will feel? (good)

PAGES 10 AND 11 Who is yelling? (Will's dad and mom) What clue tells you he has heard this before? (He wonders, "What now?")

PAGES 12 AND 13 What is Will's mom holding? (Will's entry form for the school of the arts) Why is she angry about it? (She does not want her son to be a dancer.)

PAGES 14–17 Who said okay to dance lessons for Will? (his dad) What does Will's mom want Will to do? (work at his dad's shop)

PAGES 18 AND 19 Why does Will's dad tell Will to try the shop? (to keep the peace)

PAGES 20 AND 21 Why does Will throw out the entry form? (He has given up on going.)

PAGES 22–25 What does Will say about dance now? (It was just a dream.)

PAGES 26–29 What does Kim show Will? (the video of his dance that she posted)

PAGES 30 AND 31 What does Kim think Will should do? (show the video to his mom) Why? (It might change her mind.)

PAGES 32 AND 33 What happens with the video after another day goes by? (It gets many more hits.)

PAGES 34 AND 35 Do you think the video could change his mom's mind? Why or why not? (Responses will vary.)

PAGES 36 AND 37 What does the letter say? (Will got into the school. All fees are paid.)

PAGES 38 AND 39 How did the school get the entry form? (Will's dad sent it in.)

PAGES 40 AND 41 What does Will's dad tell Will to do? (show Mom the video)

PAGES 42 AND 43 What does Will do to calm his nerves? (He takes a deep breath.)

PAGES 44 AND 45 Do you think his mom is surprised by the video? What makes you think that? (Responses will vary.)

PAGES 46 AND 47 What does Will's mom say about dance school now? (She will think about it.)

OVERALL QUESTIONS Did you like the way the story ended? Why or why not? (Responses will vary.)

Which character from the story did you like best? Why? (Responses will vary.)

Have you ever had a dream to do something but someone said no? How did you react? (Responses will vary.)

Name _____ Date _____

Describe the Character

DIRECTIONS: Think about the story. Read what the character does. Fill in the word from the word box that best tells what it says about him or her. Some words may be used more than once.

excited kind mad nervous sad strong

1. Will runs out. He goes to their spot. Will is _____.
2. Will moves. He ends with a flip. Will is _____.
3. Will tells Kim, "Thanks. You were good too." Will is _____.
4. Mom sees Will. "You!" she yells. Mom is _____.
5. Dad shakes his head. He says, "Sorry, Will." Dad is _____.
6. Will goes to lunch. He sits alone. Will is _____.
7. Will says, "How does this help? Dance is out." Will is _____.
8. Will wonders if he should show Mom the video. Will is _____.

Name _____ Date _____

Comprehension Quiz

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

1. Why did Will need a form?

- A. to get into a school for the arts C. to take dance lessons
 B. to leave school early D. to get a job at his dad's shop

2. Why is Will's mom mad at his dad?

- A. He said no to dance lessons. C. He paid for dance school.
 B. He said okay to dance lessons. D. He will not let Will work.

3. Why does Will's dad tell him to try the shop?

- A. He agrees with Will's mom. C. He knows it is what Will wants.
 B. He wants to keep the peace. D. The shop could use a dancer.

4. Who told the school about the video of Will?

- A. Kim C. his dad
 B. a dance student D. Will

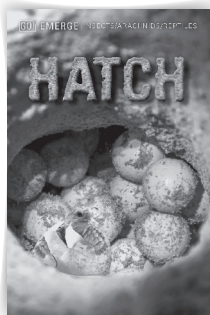
DIRECTIONS: Answer the questions below. Use complete sentences.

5. Do you think Will's mom will change her mind about dance school? Why or why not?

Genre: Insects/Arachnids/Reptiles

DESCRIPTION Sometimes described as “creepy crawlies,” insects, arachnids, and reptiles tend to evoke strong reactions. Some people fear them, while others find them fascinating. In particular, many share a fear of spiders and snakes. This gut reaction is thought to have evolved over time. When ancestors were bitten, the feeling that such creatures should be avoided took root. However, insects, arachnids, and reptiles play essential roles in the natural order. For scientists, they offer insights into how the world works. For tweens, these creatures spark their natural curiosity. Learning about them can lead to important discoveries and discussions. The goals of this genre are to highlight certain characteristics and behaviors of insects, arachnids, and reptiles and to encourage students to explore this fascinating part of the natural world.

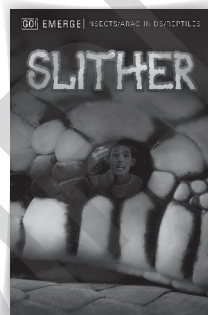
Overview of Books



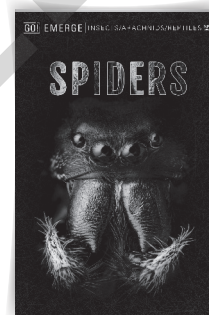
Helping to Save
Baby Sea Turtles



Chasing a Rare
Butterfly



Dealing with a
Fear of Snakes



How Spiders Affect Us
and Our World

INTRODUCING THIS GENRE Write the following category headings on the board: *Insects*, *Arachnids*, and *Reptiles*. Explain that the word *arachnid* is a scientific name for spiders. It comes from the Greek myth about Arachne, a woman who was turned into a spider. Ask students how they think insects and arachnids are the same and different. Then point out that they belong to different animal classes and have many differences, the main one being that insects have six legs while arachnids have eight legs. Explain that reptiles are a third class of animals, defined as being cold-blooded and having scaly skin. Ask students to name creatures that belong in each of the three categories. Write each example beneath the appropriate heading on the board.

Show students the covers and titles of the four books in this set, and have them guess what each one is about. Explain that each of the three fiction stories feature characters who encounter and interact with an insect or reptile. The nonfiction book gives an overview of arachnids and their characteristics.

PARTNER SHARE Assign partners and have students share their own thoughts, ideas, or experiences with bugs, spiders, and reptiles. Encourage them to share which book in the set looks the most interesting to read.

SPIDERS



Spiders

Genre: Insects/Arachnids/Reptiles

Book: *Spiders*

SYNOPSIS The mere mention of spiders can cause a variety of reactions in people—from fear to fascination. This nonfiction book presents facts that explore both the positive and negative aspects associated with spiders. The book explains how spiders help us, how they can and cannot harm us, and how our beliefs—and even fears—concerning spiders may not be accurate.

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

How do you react when you see a spider? Some people scream and run in fear. Others find them fascinating. Either way, there are many interesting facts about these creatures that may surprise you.

Ask students to turn to a partner and discuss what they know about spiders. Then have volunteers tell the group some of their ideas.

READING SKILL Review differences between fiction and nonfiction (e.g., fiction stories are made up by an author and may include unrealistic events, while nonfiction texts provide facts about real things). Nonfiction books often use text features to help guide readers through the material. These features give additional information and can make the text more interesting to read. Have students look at pages 24 and 25. Point out that this photo is a text feature that compares the size of a spider to a human hand. Ask students why the author may have included this feature (e.g., to make it easier to understand the size of the spider). Tell students that as they read *Spiders*, they should pay attention to ways in which the author makes it easier for readers to understand the text.

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.

fang a long, sharp tooth

poison something that can cause people or animals to get very sick or die

shy afraid of others; may stay out of sight

silk the thread made by a spider

tote to carry

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: Insects/Arachnids/Reptiles

Book: *Spiders*

Guided Reading Questions

PAGE 3 What does “they” refer to? (spiders)

PAGES 4 AND 5 How many kinds are there? (40,000)

PAGES 6 AND 7 What are two differences between bugs and spiders? (Bugs have six legs, and some have wings. Spiders have eight legs and no wings.)

PAGES 8 AND 9 What do spiders make? (webs) Why? (to catch bugs for food)

PAGES 10 AND 11 What holds the eggs a mother spider lays? (a sack she makes out of silk)

PAGES 12 AND 13 What does a mother spider do after she finds a safe spot? (hangs the sack of eggs)

PAGES 14–17 How do spiders kill their food? (Fangs send poison.)

PAGES 18 AND 19 What are most spider bites like? (not bad; may sting or itch)

PAGES 20 AND 21 Why might spiders never bite a person? (They are shy and most hide.)

PAGES 22 AND 23 Who is more at risk of getting sick from a spider bite? (kids, older people) Why do you think that might be? (Responses will vary.)

PAGES 24 AND 25 How does the photo help you? (shows how big the spider is by comparing it to a hand)

PAGES 26 AND 27 Why does the hair on this spider’s legs move? (to alert spider that food is walking by)

PAGES 28 AND 29 Based on the text, is this spider big or tiny? (tiny) How does the photo help you to know this? (It compares the spider to a finger.)

PAGES 30 AND 31 How does this spider get its food? (It makes a trap.)

PAGES 32 AND 33 Would you call these spiders pretty? Why or why not? (Responses will vary.)

PAGES 34 AND 35 Why might the author ask what scares spiders? (Responses will vary.)

PAGES 36–39 How do spiders help us? (They eat bugs that harm. They make silk labs can copy.)

PAGES 40 AND 41 What kinds of bites kill more people than spider bites? (snake and dog bites)

PAGES 42 AND 43 For what reason might people stay away from spiders? (fear of a bite)

PAGES 44–47 Other than in real life, where might we see or read about spiders? (in tales, movies)

OVERALL QUESTIONS What did you learn about spiders? (Responses will vary.)

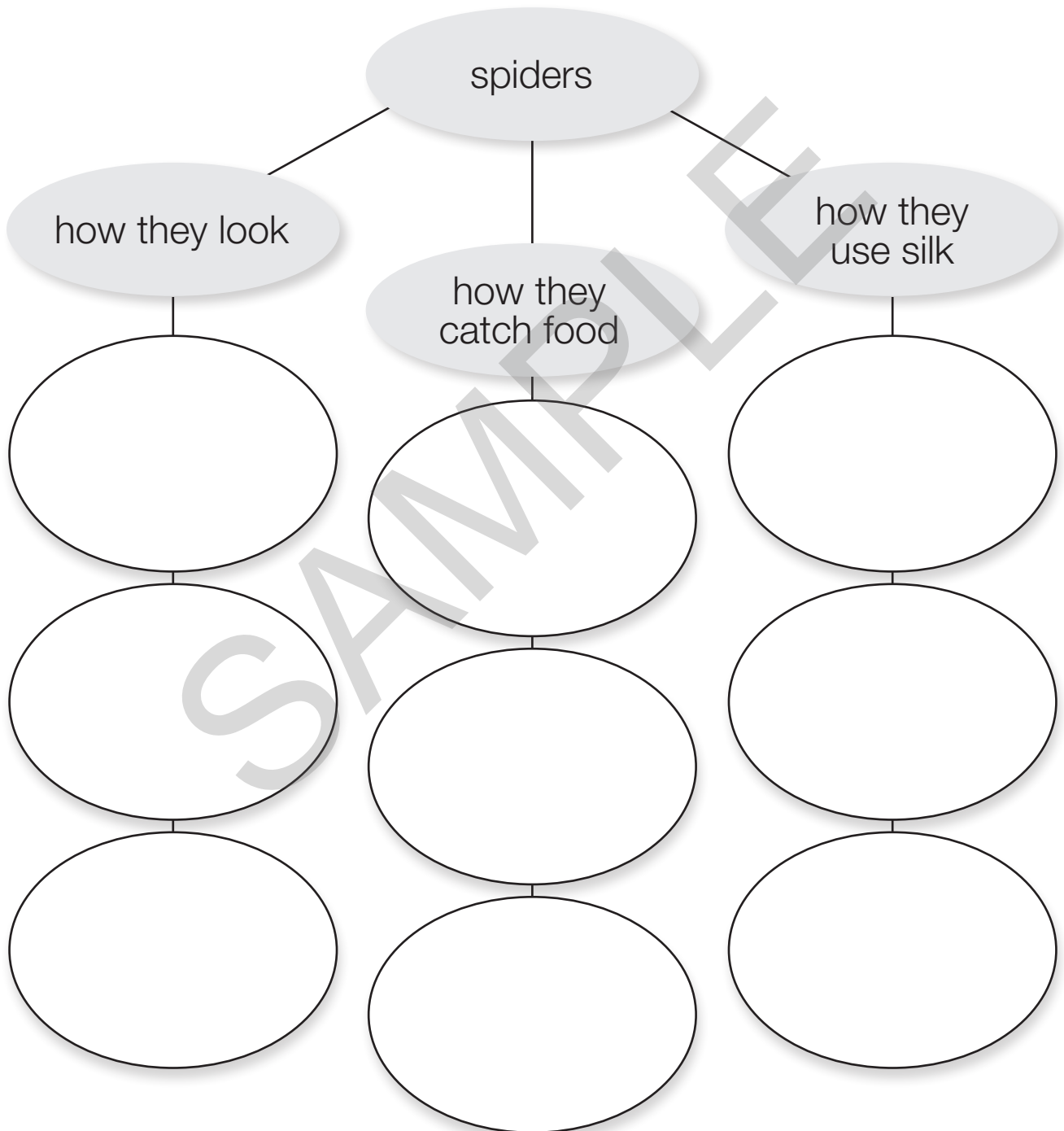
Which text features helped you most to understand spiders? (Responses will vary.)

What facts were not in the book that you would like to know about? (Responses will vary.)

Name _____ Date _____

Spider Webs

DIRECTIONS: Fill out the web below with details about spiders. Use the book to help you.



Name _____ Date _____

Comprehension Quiz

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

1. How many kinds of spiders are there?

- A. 4 C. 400
 B. 40 D. 40,000

2. What is a spider's silk used for?

- A. to make a web C. to make a bed for spider eggs
 B. to catch food D. all of the above

3. What is a fact about spiders?

- A. Spiders are pretty. C. Spiders do not stay with their eggs.
 B. Spiders eat bugs. D. Bites kill many each year.

4. What is true about spider eyes?

- A. There are many. C. Some find food.
 B. Some warn. D. all of the above

DIRECTIONS: Answer the question below. Use complete sentences.

5. Why do some people fear spiders?

T E A C H E R ' S G U I D E

GO! EMERGE

Adventure

- Howl
- The Mine
- Storm
- Deep ^{NF}

Arts

- Act I
- Moves
- Poet
- Toons ^{NF}

Biology

- Circle of Life
- Just Her Luck
- Viral
- Animal Tools ^{NF}

Insects/Arachnids/Reptiles

- Hatch
- Rare
- Slither
- Spiders ^{NF}

Mystery

- Fear
- Into the Woods
- Shiny Things
- Crop Circles ^{NF}