

EMERGE

EMERGE [1]

- Action/Adventure
- Fantasy/Science Fiction
- History/Culture
- Realistic Life
- Sports

Table of Contents

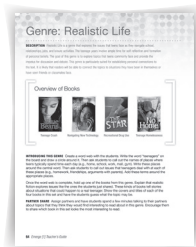
Introduction	4
Book Overview Chart	7
Comprehension Skills Chart	8
Differentiation Strategies	9
Program Progress Chart	11
Genre: Action/Adventure.	13
Hide and Seek	14
Into the Dark	18
Nothing But White	22
NF Action!	26
Genre: Fantasy/Science Fiction.	30
The Mist	31
The Open Book	35
Three Moons.	39
NF Red Planet.	43
Genre: History/Culture	47
Boy Soldier	48
The Camp	52
Draft	56
NF We Stand United.	60
Genre: Realistic Life	64
Blue Beans	65
Smart Call	69
The Star	73
NF No Home	77
Genre: Sports	81
Flip	82
Pitch.	86
Stand	90
NF Splash!	94
Answer Key	98

Instructional Support Components

This guide contains instructional support for each book.

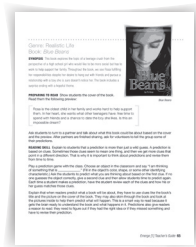
GENRE OVERVIEW AND LESSON PLAN

(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

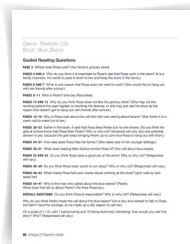
(one for each book): Use these pages to introduce the books, to teach or review specific reading skills, and to introduce any



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.



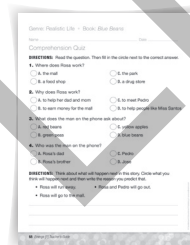
COMPREHENSION ACTIVITY

(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, fill in the blank, and short-answer questions.



Implementation Options

Emerge 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
Action/Adventure Genre					
Hide and Seek	F	surviving a tornado	0.2	HL40L	630
Into the Dark	F	encountering ghosts	0.2	HL10L	643
Nothing But White	F	surviving in the wilderness	0.4	HL0L	629
Action!	N	how movie stunts are done	0.5	BR	617
Fantasy/Science Fiction Genre					
The Mist	F	trying to outrun a prophecy	0.4	BR	555
The Open Book	F	seeing a book come alive	0.2	BR	648
Three Moons	F	seeking a new home planet	0.1	BR	599
Red Planet	N	exploring Mars	0.5	BR	650
History/Culture Genre					
Boy Soldier	F	use of child soldiers in African civil wars	0.5	BR	597
The Camp	F	life in a Japanese internment camp	0.5	HL60L	569
Draft	F	draft protest during the Vietnam War	0.5	HL0L	555
We Stand United	N	history of the United Nations	0.5	BR	638
Realistic Life Genre					
Blue Beans	F	teenage crush	0.3	HL20L	527
Smart Call	F	challenges and benefits of new technology	0.5	BR	581
The Star	F	consequences of illegal drug use	0.5	BR	528
No Home	N	homeless teens in the U.S.	0.5	HL50L	534
Sports Genre					
Flip	F	family versus winning	0.2	HL20L	561
Pitch	F	overcoming personal and team doubt	0	BR	552
Stand	F	confronting bullies on the court	0.3	HL10L	555
Splash!	N	exploring water-related sports	0.5	HL40L	618

Genre: Action/Adventure

DESCRIPTION Action/Adventure is a genre that explores the thrill-seeker and survivor sides of our personalities. This genre explores stories of human conflict, including human versus human, human versus nature, and human versus self tales. Middle school and high school students are constantly exploring their limits. They enjoy reading about teens put in seemingly impossible situations who find a way to not only survive but thrive. The goal of this genre is to explore exciting and sometimes heart-pounding situations that have teens wanting to turn the page and find out what happens next. At the same time, this genre asks critical questions like “How does someone find his or her inner strength?” and “What is really important in life?”

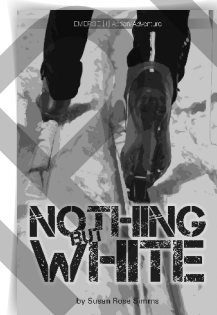
Overview of Books



Surviving a Tornado



Encountering Ghosts



Surviving in the Wilderness



How Movie Stunts Are Done

INTRODUCING THIS GENRE Write the word “action” on the board. Ask students what they think of when they see that word. After students share their thoughts, point out the first three letters: “a-c-t.” Explain that to act is to do something. An action generally involves movement. Ask students to think of action movies. What kinds of things happen in those movies? (e.g. explosions, car chases, rescues) All of these are exciting things to watch.

Write the word “adventure” on the board. Ask students what they think of when they see that word. After students share their thoughts, point out that an adventure involves doing something unusual or exciting.

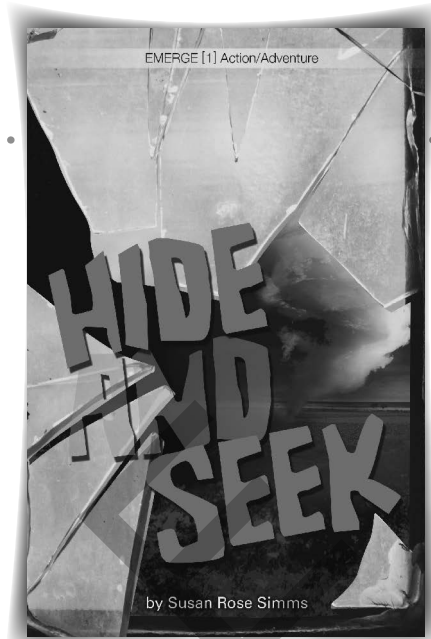
Display one of the books from this genre. Explain that action/adventure fiction and nonfiction books explore exciting and often dangerous situations that people have to survive. Characters have to use skills and brainpower to beat the odds. Show the covers and titles of the four books in this set and have students guess what each one is about.

PARTNER SHARE Assign partners and have students share what kind of adventures or dangerous situations they would want to read about. Encourage them to share which book in the set looks the most interesting to read.

Genre: Action/Adventure

Book: *Hide and Seek*

SYNOPSIS This book explores the challenge of surviving a sudden tornado. Fifteen-year-old Beth lives with her mother and younger brother, Ben, in rural Oklahoma. Beth finds her little brother to be a nuisance and sometimes secretly wishes he had never been born. When Beth's mother goes next door to take some homegrown vegetables to the neighbor, it falls to an annoyed Beth to watch her brother. They are watching TV when an announcement comes on. A tornado is on the way. Now it is up to Beth to save herself and her brother.



Hide and Seek

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

Beth lives in a small town in Oklahoma. Sometimes she is left in charge of Ben, her six-year-old brother who is a major pain. Today is like so many other days. Beth's mom is busy in her garden and then goes to see a neighbor. Beth has to take care of Ben. Then a big warning comes on the TV. A tornado is nearby. Beth has done tornado drills, but this is no drill. Can she save herself and her brother?

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 ask for volunteers to tell the group some of their predictions.

READING SKILL Explain that the action/adventure genre will often use natural disasters as a setting for a story. We call these human versus nature stories. Have students name movies, TV shows, and books where a character has to survive a natural disaster. List the natural disasters from those examples. Discuss possible reasons why human versus nature stories are so popular.

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.

calm not showing or feeling anger or nervousness

danger chance to get hurt

drills repeated practice sessions

helmets hard or padded hats used to protect people's heads

tornado funnel-shaped wind that moves and can destroy things

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: Action/Adventure

Book: *Hide and Seek*

Guided Reading Questions

PAGE 3 Where is Beth's mom going? (to the backyard)

PAGES 4 AND 5 How does Beth feel about her little brother? (thinks he is a pain and too much work)

PAGES 6 AND 7 What might be a reason Beth and Ben do not like the same things? (There is a big age difference: nine years.)

PAGES 8 AND 9 How is Ben a pain? (He grabs his sister's phone when she is texting.)

PAGES 10 AND 11 Where is Beth's mom going this time? (to a neighbor's house)

PAGES 12 AND 13 Does Beth like babysitting Ben? (no)

PAGES 14 AND 15 Do you think Ben is a pain? Why or why not? (Responses will vary.)

PAGES 16 AND 17 Why does the TV beep? (a tornado warning)

PAGES 18–21 How does Beth feel? Does she show it? (scared but she has to stay calm for her brother)

PAGES 22–25 How does Beth help Ben stay calm and focused? (tells him they'll play a game of hide-and-seek)

PAGES 26–31 What are some things Beth does to help keep both Ben and herself safe? (bike helmets for head protection, a pad from the bed to cover them, hides in a closet)

PAGES 32 AND 33 What is happening on these pages? (The tornado is touching down.)

PAGES 34 AND 35 What does Beth realize? (She loves her brother; she must save him.)

PAGES 36–41 Who is screaming? (the kids' mom) Why? (She can't find her kids.)

PAGES 42 AND 43 What did the tornado do to the house? (destroyed it and the yard)

PAGES 44 AND 45 What point does Beth's mom make? (being safe is most important)

PAGES 46 AND 47 What is the family ready to do? (build a new house)

OVERALL QUESTIONS Do you think Beth is a good big sister? Why or why not? (Responses will vary.)

What do you think will happen next? (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.)

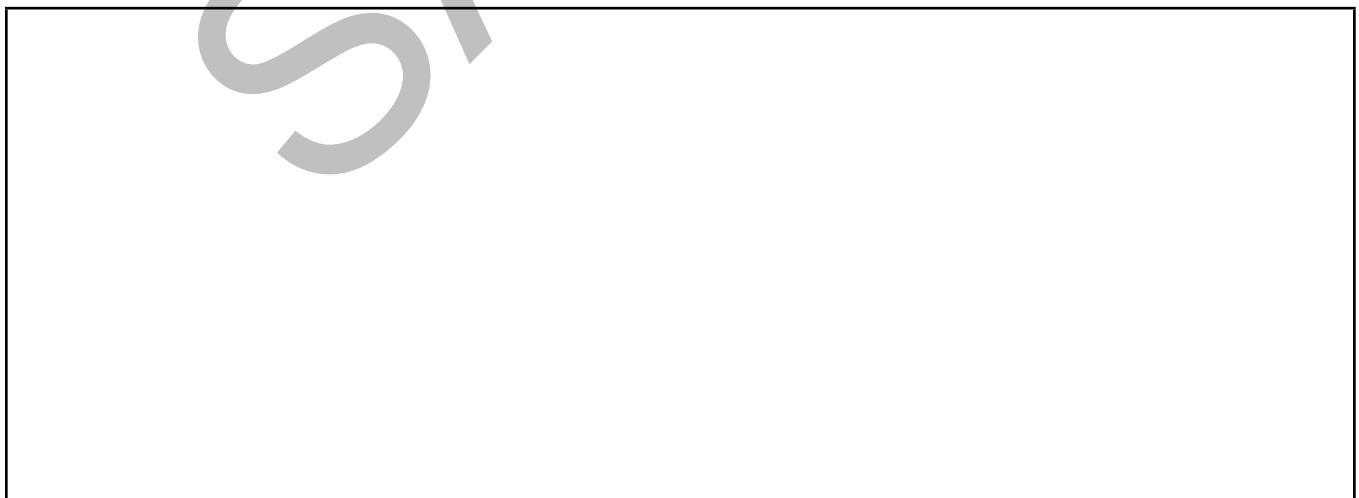
Name _____ Date _____

Put the Events in Order

DIRECTIONS: Each sentence below is an event in the book. Write a number 1 next to the first event that happens. Then write numbers 2–10 to show the order the events happen. Use the book to help you.

- _____ Beth and Ben hide in a closet.
- _____ The wind stops. There is no sound.
- _____ Mom goes out to the yard.
- _____ Mom screams, “Where are my kids?”
- _____ The tornado takes part of the roof off the house.
- _____ Beth has to watch Ben.
- _____ Beth says, “How about a game? Hide-and-seek.”
- _____ Mom hugs Beth and Ben.
- _____ The TV goes black. A voice says, “Danger!”
- _____ Mom goes to see Mrs. Jay.

DIRECTIONS: Draw a picture of what you think Beth’s family will do next.



Name _____ Date _____

Comprehension Quiz

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

1. Why does Beth have to watch Ben?

- A.** Her mom leaves the house. **C.** Her mom asks her to watch Ben.
- B.** Ben is only six. **D.** all of the above

2. Why does the TV go black?

- A.** The house loses power. **C.** There is a tornado alert.
- B.** Ben turns it off. **D.** The show takes place at night.

3. Why does Beth say they should play a game of hide-and-seek?

- A.** to keep Ben calm **C.** to play a fun game
- B.** to fill up time while she babysits **D.** to make Ben go away

4. What do Ben and Beth both want to help their mom do at the end of the book?

- A.** pick peas and beans **C.** play hide-and-seek
- B.** build a new house **D.** fix the door

DIRECTIONS: Answer the question below. Use complete sentences.

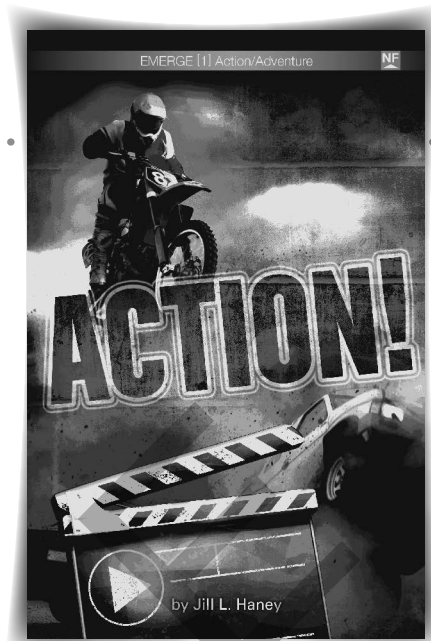
5. What are some of the things Beth does to help Ben and her survive the tornado?

Genre: Action/Adventure

Book: *Action!*

SYNOPSIS Movie stunts are the core of many of the big action-adventure blockbusters people pay to watch. This book explores the world of movie stunts and stunt men and women. It answers the question, "How do they make movie magic?" This nonfiction book also includes a table, providing teachers the opportunity to teach students how to read and use tables or charts.

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



Action!

What is your favorite movie? Does it include a lot of action? Some of the biggest blockbusters made each year are action-adventure movies. These movies include many exciting scenes, from big fights to car chases. Some of the actions look impossible or deadly. How do the actors pull it off?

Ask students to turn to a partner and talk about their favorite movies.

READING SKILL Explain to students that the book *Action!* is a nonfiction book. Nonfiction books provide information about a topic. Sometimes they share information involving a lot of facts or numbers. They may do this using a table or chart. A table or chart is a set of facts or numbers shown in a line or row. Show students several tables and charts from various sources.

Have each student name the type of movie he or she likes best (e.g., romance, action-adventure, science fiction). Show the results in a table.

VOCABULARY LESSON This book includes a few words that are at a higher level than the rest of the book but are necessary to understand the facts. 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.

actor a person whose job is to play a part in a show

camera a machine that records a movie or show

movie a show; a story that is recorded on camera

screen a flat surface on which a movie is shown

stunt an action that takes special skills to do

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: Action/Adventure

Book: *Action!*

Guided Reading Questions

PAGES 3–7 What is happening on these pages? (A super hero is saving people from a bomb.)

PAGES 8 AND 9 Were the bomb and super hero real? (No, they were part of a movie.)

PAGES 10–15 What is happening on these pages? (A woman is trying to get away from bad guys in a car; she jumps a bridge with her car.)

PAGES 16 AND 17 Was the car chase real? (No, it was part of a movie.)

PAGES 18 AND 19 What makes big money? (movies)

Look at the table. How much money did movies make in 2010? (\$10.5 billion)

PAGES 20 AND 21 What does an actor do? (plays a part in a movie; makes it look real)

PAGES 22 AND 23 What are some amazing things that can happen in movies? (Responses will vary but may include car jumps, people being able to fly, and big fights.)

PAGES 24 AND 25 What is a stunt? (an action that takes special skills to do)

PAGES 26–29 Who does stunts in movies? (actors, sometimes, but usually trained stunt men and women)

PAGES 30 AND 31 How long can it take to plan and set up a stunt? (days or weeks)

PAGES 32 AND 33 Look at the highlighted words on the page. Who says those words? (people who work behind-the-scenes at a movie; people like the director)

PAGES 34 AND 35 How many times do stunt people do stunts? (as many times as it takes to get a good shot)

PAGES 36 AND 37 What do stunt people do in a fight? (fake punch and kick)

PAGES 38 AND 39 How do stunt people fall and stay safe? (They fall onto air bags.)

PAGES 40 AND 41 What do stunt people use to do fire stunts? (special gear and a gel)

PAGES 42 AND 43 Point to the air ram. What does it do? (makes a car jump and flip)

PAGES 44–47 How does someone become a stunt person? (lots of practice and luck)

OVERALL QUESTIONS What is your favorite kind of stunt? (Responses will vary.)

Would you like to do movie stunts? Why or why not? (Responses will vary.)

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

Name _____ Date _____

Read the Table

DIRECTIONS: Look at the table. Use the information to answer the questions.

Year	U.S. Total \$\$	Year	U.S. Total \$\$
1930	\$732 million	1990	\$5 billion
1950	\$1.4 billion	2000	\$7.6 billion
1970	\$1.2 billion	2010	\$10.5 billion

1. What does this table show?

2. How much money did movies make in the U.S. in 1930?

3. What year did movies make \$5 billion in the U.S.?

4. Do movies make more money today than in the past?

5. Does this chart show all the money that movies made each year?

Name _____ Date _____

Comprehension Quiz

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

1. What is a stunt?

- A.** a car jump
- B.** a big fight
- C.** an action that takes special skills to do
- D.** all of the above

2. How do stunt people make movie fights look real?

- A.** They really hit each other.
- B.** They fake punch and kick.
- C.** They fall onto air bags.
- D.** They get mad at each other.

3. What are two things that go into cars to help with car stunts?

- A.** air ram and roll cage
- B.** tires and horn
- C.** pillows and blankets
- D.** maps and tire pump

DIRECTIONS: Read the words and definitions. Write each word next to its definition.

actor

camera

movie

stunt

_____ **4.** a machine that records a movie or show

_____ **5.** an action that takes special skills to do

_____ **6.** a person whose job is to play a part in a show

_____ **7.** a show; a story that is recorded on camera

EMERGE

Action/Adventure

- Hide and Seek
- Into the Dark
- Nothing But White
- Action! 

Fantasy/Science Fiction

- The Mist
- The Open Book
- Three Moons
- Red Planet 

History/Culture

- Boy Soldier
- The Camp
- Draft
- We Stand United 

Realistic Life

- Blue Beans
- Smart Call
- The Star
- No Home 

Sports

- Flip
- Pitch
- Stand
- Splash! 