

GO! ELL 2

LITERACY LIBRARY

GENRES

- Ancient History
- Arts
- Earth and Space Science
- Health and Wellness
- Money Math

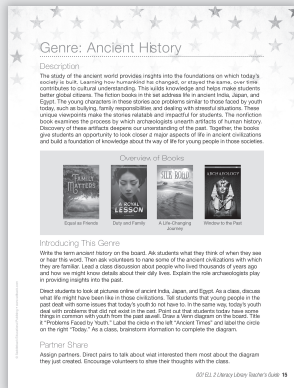
Table of Contents

Introduction	4
Instructional Support Components	7
Implementation Options	9
Book Overview Chart	10
Comprehension Skills Chart	11
Differentiation Strategies	12
Program Progress Chart	14
Genre: Ancient History	15
Family Matters	16
A Royal Lesson	20
Silk Road	24
📖 Archaeology	28
Genre: Arts	32
Full Steam Ahead	33
The Perfect Fit	37
The Superpower	41
📖 Backstage	45
Genre: Earth and Space Science	49
High Tide	50
News Flash!	54
Sinkhole	58
📖 Hubble Space Telescope	62
Genre: Health and Wellness	66
Breathe Deeply	67
A Good Night's Rest	71
Heat Wave	75
📖 Sleep	79
Genre: Money Math	83
Bright Idea	84
Dress for Success	88
Pocket Money	92
📖 Entrepreneurs	96
Answer Key	100

Instructional Support Components

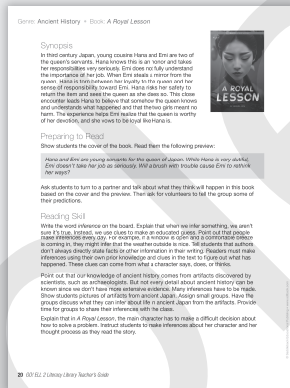
This Teacher's Guide contains instructional support for each book in the *GO! ELL 2 Literacy Library*. The vocabulary cards are addressed and integrated into instruction within each book's lesson pages.

GENRE OVERVIEW AND LESSON PLAN (one page for each genre)



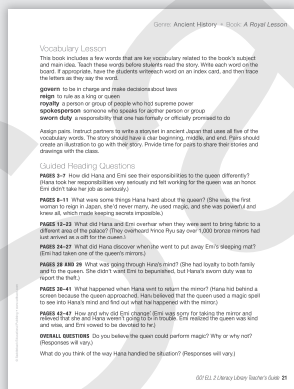
Use this page to introduce and discuss a genre. Lessons are appropriate for whole class or small group instruction.

BOOK LESSON PLAN (one page for each book)



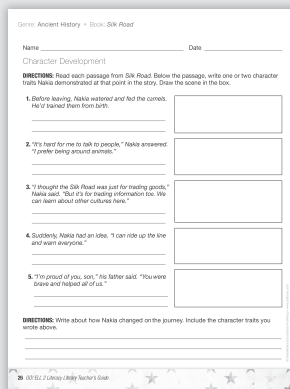
Use this page to introduce a book and to teach or review specific reading skills. Lessons are appropriate for whole class, small group, or individual instruction.

VOCABULARY AND COMPREHENSION (one page for each book)



Use this page to introduce the five vocabulary words for each book and reinforce their pronunciations and meanings. Use the guided reading questions 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 page for each book)



Use this page to monitor comprehension and build reading skills. Many of these pages feature graphic organizers. Activities are appropriate for paired or independent work.

GO! ELL 2 Literacy Library

Name _____ Date _____

Comprehension Quiz

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

1. Which of these was not said about Queen Hana?

☐ A. She used magic. ☐ C. She governed well.

☐ B. She was married to a powerful king. ☐ D. She was a child of the sun goddess.

2. What gift had the queen just received?

☐ A. A silk screen. ☐ C. Over 1,000 bronze mirrors.

☐ B. A pot for the palace. ☐ D. None.

3. What made Hana think the queen was doing a magic spell?

☐ A. A strange mist appeared. ☐ C. A guard talked about magic.

☐ B. Hana felt an odd tingling and saw visions in her head.

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

govern	reign	royalty	spokesperson	sworn duty
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

GO! ELL 2 Literacy Library Teacher's Guide 13

BOOK QUIZ

(one page for each book)

Use this page to assess comprehension. Quizzes are a mix of multiple-choice and fill-in-the-blank questions.

Program Progress Chart

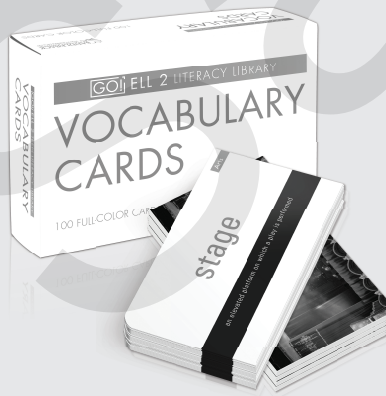
GO! ELL 2 LITERACY LIBRARY

Book	Book Read	Comprehension Quiz	Book Quiz	Spoken Word	Spoken Word
Ancient History					
Early History					
A Royal Lesson					
Old World					
Artemis					
Art					
Old World Around					
The Perfect Fit					
The Tallest					
Bookends					
Earth and Space Science					
High Tide					
Green World					
Science					
Health and Wellness					
Healthy Choices					
A Good Night's Sleep					
Language					
Money Math					
Eight Lines					
Classroom Research					
Public Works					
Entrepreneur					

PROGRAM PROGRESS CHART

(reproduce one for each student)

A reproducible progress chart is provided on page 14 so that teachers can track student progress as they read the books and complete the activities and quizzes.



VOCABULARY CARDS

(one set per box)

The cards include five words from each of the 20 books for a total of 100 cards. These are the same words highlighted and defined in the books. Each full-color, 3.5" x 5" card features a photograph on one side and the vocabulary word and definition on the other. These can be used for individual and partner vocabulary practice. The vocabulary page for each book integrates these cards into the suggested activities. The cards are in alphabetical order, and each card has one rounded corner for ease of organization.

Implementation Options

The lesson plans, guided reading questions, and reproducible activities in this Teacher's Guide are designed for individual students, pairs, and small groups, depending on your classroom structure and instructional needs. Here are some options for implementation:

- Teach each genre in the order that works best for your class and district curriculum. Use the provided lesson plan pages to plan instruction. Use the vocabulary lesson and the survival vocabulary cards to pre-teach the five featured words for each book. Introduce all four books to the class and provide time for students to read them. Because there are three copies of each book included in the box, partners or small groups can read at the same time. As students complete the books, use the guided reading questions to spur discussion and to check comprehension. Have students complete the reproducible activities. Use the quizzes to assess comprehension.
- Form small groups. Assign two or more books from a genre set to each small group. Provide the vocabulary cards for those books to the group and have them use the cards to master the vocabulary prior to reading the books. After groups read the books, provide the guided reading questions to spur discussions and deeper reading. Have each group complete the activities for their books together or independently. Ask groups to present how their books represent the genre they are exploring. Use the quiz to assess comprehension and topic mastery.
- 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.

Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
------	------------------------	-------	----------------------	-----------------	---------------

Ancient History

Family Matters	F	discovering friendship despite caste	2.2	HL280L	1,049
A Royal Lesson	F	loyalty and responsibility	2.2	HL210L	1,047
Silk Road	F	growing up and gaining confidence	2.6	HL290L	1,046
Archaeology	NF	the work of archaeologists	3.0	HL330L	896

Arts

Full Steam Ahead	F	adding arts to STEM	2.6	HL300L	1,035
The Perfect Fit	F	fighting boredom with the arts	2.3	HL260L	1,011
The Superpower	F	finding confidence by drawing comic books	2.6	HL310L	1,004
Backstage	NF	jobs of a tech crew in a theater production	3.0	HL340L	869

Earth and Space Science

High Tide	F	the ocean and barrier islands	2.2	HL300L	1,004
News Flash!	F	the Perseid meteor shower	2.2	HL300L	1,007
Sinkhole	F	how and why sinkholes form	1.9	HL270L	1,049
Hubble Space Telescope	NF	history of the Hubble Space Telescope	3.0	HL300L	804

Health and Wellness

Breathe Deeply	F	benefits of guided meditation	2.7	HL270L	1,039
A Good Night's Rest	F	learning better sleep habits	1.9	HL220L	1,042
Heat Wave	F	keeping cool in the heat and dealing with heatstroke	2.2	HL280L	1,026
Sleep	NF	the mechanics of sleep and why sleep is vital	2.8	HL350L	871


Money Math

Bright Idea	F	working toward a financial goal	2.0	HL290L	1,039
Dress for Success	F	calculating the cost of a sale item	2.0	HL270L	949
Pocket Money	F	understanding simple and compound interest	2.2	HL270L	1,042
Entrepreneurs	NF	notable entrepreneurs who found success	3.0	HL260L	815


Comprehension Skills Chart

Book	Page Number	Reading Skill	Vocabulary Words
------	-------------	---------------	------------------


Ancient History

Family Matters	16	cause and effect	caste, dishonor, laborer, merchant, outbreak
A Royal Lesson	20	making inferences	govern, reign, royalty, spokesperson, sworn duty
Silk Road	24	character development	caravan, culture, goods, middleman, nomad
Archaeology 	28	steps in a process	archaeology, fragile, grid, preserve, survey


Arts

Full Steam Ahead	33	acronyms	character, mark, role, script, stage
The Perfect Fit	37	problems and solutions	ballet, dance studio, hip-hop, jazz, tap
The Superpower	41	summarizing	art journal, dimension, reference, shape, sketch
Backstage 	45	parts of a whole	cue, prop, scenery, set, sound effect


Earth and Space Science

High Tide	50	setting	current, habitat, oceanographer, sandbar, sediment
News Flash!	54	internal and external conflicts	asteroid, atmosphere, comet, constellation, friction
Sinkhole	58	plot	bedrock, drought, limestone, mantle, topography
Hubble Space Telescope 	62	5 Ws and an H	astronomer, black hole, galaxy, infrared, telescope

Health and Wellness

Breathe Deeply	67	activating prior knowledge	anxiety, exhale, meditation, overwhelm, visualize
A Good Night's Rest	71	drawing conclusions	exhausted, insomnia, irritable, snore, white noise
Heat Wave	75	making predictions	heatstroke, humidity, perspiration, pulse point, temperature
Sleep 	79	organizing information on a T-chart	blue light, rapid eye movement (REM) sleep, sleep cycle, sleep deprivation, sleep hygiene

Money Math

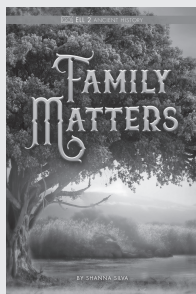
Bright Idea	84	point of view	business plan, entrepreneur, expense, loan, profit
Dress for Success	88	fact and opinion	decimal, discount, percentage, sales tax, whole number
Pocket Money	92	transition words	compound interest, interest rate, invest, principal, simple interest
Entrepreneurs 	96	main idea and supporting details	cause, fund, innovative, risk, scalable

Genre: Ancient History

Description

The study of the ancient world provides insights into the foundations on which today's society is built. Learning how humankind has changed, or stayed the same, over time contributes to cultural understanding. This builds knowledge and helps make students better global citizens. The fiction books in this set address life in ancient India, Japan, and Egypt. The young characters in these stories face problems similar to those faced by youth today, such as bullying, family responsibilities, and dealing with stressful situations. These unique viewpoints make the stories relatable and impactful for students. The nonfiction book examines the process by which archaeologists unearth artifacts of human history. Discovery of these artifacts deepens our understanding of the past. Together, the books give students an opportunity to look closer at major aspects of life in ancient civilizations and build a foundation of knowledge about the way of life for young people in those societies.

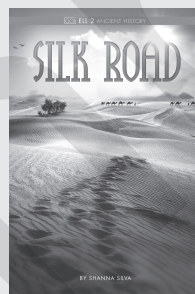
Overview of Books



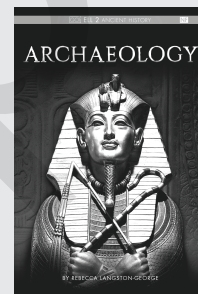
Equal as Friends



Duty and Family



A Life-Changing Journey



Window to the Past

Introducing This Genre

Write the term *ancient history* on the board. Ask students what they think of when they see or hear this word. Then ask volunteers to name some of the ancient civilizations with which they are familiar. Lead a class discussion about people who lived thousands of years ago and how we might know details about their daily lives. Explain the role archaeologists play in providing insights into the past.

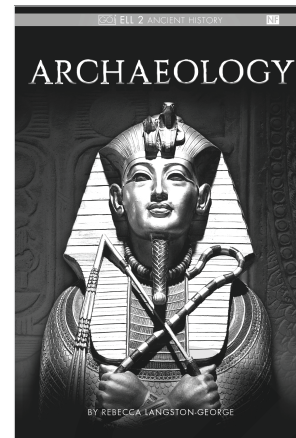
Direct students to look at pictures online of ancient India, Japan, and Egypt. As a class, discuss what life might have been like in those civilizations. Tell students that young people in the past dealt with some issues that today's youth do not have to. In the same way, today's youth deal with problems that did not exist in the past. Point out that students today have some things in common with youth from the past as well. Draw a Venn diagram on the board. Title it "Problems Faced by Youth." Label the circle on the left "Ancient Times" and label the circle on the right "Today." As a class, brainstorm information to complete the diagram.

Partner Share

Assign partners. Direct pairs to talk about what interested them most about the diagram they just created. Encourage volunteers to share their thoughts with the class.

Synopsis

This nonfiction book provides information about the work of archaeologists and some of their major discoveries, specifically, King Tut's tomb and the city of Pompeii. These finds highlight living conditions in ancient times. King Tut's tomb shows what life was like for the very wealthy. Pompeii was frozen in time by a natural disaster and reveals what life was like for a typical family. Additionally, information about more recent archaeological finds is included. Tools and the processes used to unlock secrets of the past are described and give readers a better understanding of the importance of archaeology and what archaeologists do.



Preparing to Read

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

Archaeologists are like detectives who uncover clues about the past. Their work must be done slowly and carefully. Thanks to some big discoveries and many smaller ones, people today know more about what life was like thousands of years ago.

Ask students to turn to a partner and discuss what they know about archaeology. Then ask for volunteers to share what they discussed with the class.

Reading Skill

Write the term *steps in a process* on the board. Then draw or project an image of stairs. Ask students what it means to follow steps and encourage them to share examples of times when this is necessary. As students share examples, take note of any transition words they use. Lead a discussion about the importance of these words. Explain that they are used as signals to readers to make a process clear. These signals include number words, such as first, second, and third, as well as other words, such as next, then, after, and finally. Ask a volunteer to try to explain a process without using transition words. Then, as a class, discuss the challenges such an explanation presented.

Assign small groups. Instruct groups to create a poster showing the steps involved in making one of their favorite food items. Have them color code the transition words and use graphics to show the flow of events. Encourage students to approach the assignment creatively. Provide time for groups to share their posters.

As students read *Archaeology*, tell them to identify the process an archaeologist follows when working with ancient artifacts.

Vocabulary Lesson

This book includes a few words that are key vocabulary related to the book's subject and main idea. 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.

archaeology the study of items left behind by ancient people—such as bones, tools, and pottery—to learn about past human life

fragile not strong; delicate and easily broken

grid an area that is divided into equal squares

preserve to keep something as it was originally

survey to study something and record its features

Assign pairs. One partner will role play a professor who has made a remarkable discovery from the past. The other partner will role play a news reporter on the scene. Each skit will include all five vocabulary words. Provide time for pairs to present their skits to the class.

Guided Reading Questions

PAGES 4–17 What were some archaeological finds from King Tut's tomb? (six chariots; two chairs; gold, wood, and clay statues; 200 pieces of jewelry; King Tut's mummy; three coffins; and jars holding the king's organs)

PAGES 18–23 What were some effects of the discovery of King Tut's tomb? (People wanted to know more. Egypt's culture became popular. Museums in Egypt held displays, and tourists flocked there. King Tut's treasures went on tour around the world decades later.)

PAGES 24–35 What did archaeologists learn when they discovered Pompeii? (They learned what life was like during that period because the tragedy froze time.)

PAGES 36–39 What are some of the newer tools that archaeologists use? (drones and lasers)

PAGES 40–51 What are the steps involved with an archaeological investigation? (First, archaeologists survey the area. Then they create a grid that divides the area into squares that are marked with letters and numbers. Items found are carefully removed, brushed off, and tagged to record where they were found. A catalog is created, notes are made, and pictures are taken. Sometimes tests are done to prove the age of items. Finally, the data is saved and shared.)

PAGES 52–63 What are some examples of modern archaeological finds? (In 2022, an underground city in Turkey was discovered. In the 20th century, prehistoric animal paintings and carvings were found in France. Tools and bones were found in pits around Stonehenge.)

OVERALL QUESTIONS Would you like to be an archaeologist? Why or why not? (Responses will vary.)

What are some skills and personality traits that might help an archaeologist? (Responses will vary.)

Name _____ Date _____

Steps in a Process

DIRECTIONS: Put the steps that an archaeologist follows in chronological order. Step 1 goes on the first step, step 2 on the second step, and so on.

Steps:

- Study each object. Make notes. Take pictures. Conduct tests as needed.
- Survey the area to look for evidence that life may have existed there.
- Create a catalog. Record every item and the location where it was found.
- Save the data. Share it by writing books, creating videos, and giving talks.
- Gather tools, such as drones and lasers, to inspect a large area.
- Make a grid.
- Use small tools to reveal and remove items. Brush off and tag each item.

1

2

3

4

5

6

7

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.**1. Why isn't much known about commoners during the time of King Tut?**

- ☐ **A.** No one is interested.
- ☐ **B.** Commoners didn't leave much behind.
- ☐ **C.** Their lives were kept secret.
- ☐ **D.** Archaeologists don't have the right tools.

2. How are drones and lasers important to archaeologists?

- ☐ **A.** They show where to dig.
- ☐ **B.** They help catalog information.
- ☐ **C.** They protect fragile items.
- ☐ **D.** They are useful presentation tools.

3. Which of these was not given as a use for the data archaeologists gather?

- ☐ **A.** to use in books
- ☐ **B.** to create videos
- ☐ **C.** to give talks
- ☐ **D.** to keep discoveries secret

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

archaeology

fragile

grid

preserve

survey

4. _____ to keep something as it was originally
5. _____ an area that is divided into equal squares
6. _____ to study something and record its features
7. _____ not strong; delicate and easily broken
8. _____ the study of items left behind by ancient people—such as bones, tools, and pottery—to learn about past human life

Genre: Money Math

Description

Math is an essential part of everyday life. Students will one day be responsible for having jobs, making big purchases, and investing their money. Understanding mathematical concepts and seeing their real-world applications will prepare students for those scenarios and more in the future. Early in life, students learn the numeric values of coins (e.g., a quarter is 25 cents). Students progress to learning more complex skills, such as percentages and simple and compound interest, which become crucial as students get older. In this set of fiction books, teen characters learn and apply those skills in real-life situations. The nonfiction book highlights examples of entrepreneurs, including their accomplishments and paths to success. Together, the books show how money math applies in the real world and how financial literacy can help people meet their goals.

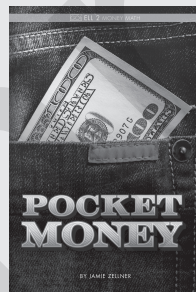
Overview of Books



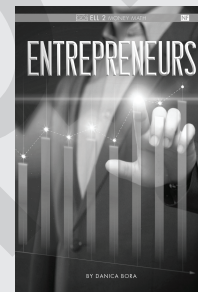
Successful Venture



Final Price



Best Interest



Those Who've Made It Big

Introducing This Genre

Write the term *money math* on the board. Have students think about times when using money might require math. Ask volunteers to share scenarios that they might find themselves in where understanding money math would be important. Draw a four-quadrant chart and label the quadrants with the following math functions: $+$, $-$, \times , and \div . Have students brainstorm money math scenarios that would require knowledge of each of these operations. Place each of their examples on the chart under the correct math function.

Write the word *entrepreneur* on the board. Explain that this term usually refers to someone who starts a business. Brainstorm a list of characteristics of an entrepreneur. Ask students if they would like to be an entrepreneur and why. Encourage volunteers to share their thoughts. Have those who would like to be entrepreneurs share the types of businesses they'd like to start and what they would name their businesses.

Partner Share

Assign partners. Direct pairs to talk about what financial topic they would like to learn more about and why. Ask volunteers to share their ideas with the class.

Synopsis

Cousins Hugo and Felix want to join a baseball team, but they don't have money for the entry fee and equipment. The deadline to join is just one month away, so they need a plan. Then the boys talk to Hugo's neighbor Mr. Lopez, who is walking back to the apartment building with his muddy dog, Cheech. After Mr. Lopez tells them it's difficult to wash his dog in the apartment, the boys come up with an idea. They decide to try earning money by washing dogs. With Mr. Lopez's help, Hugo and Felix create a business plan and get the supplies they need to start their business. Hugo and Felix are able to reach their goal with hard work.



Preparing to Read

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

Hugo and Felix want to join the baseball team, but they don't have the money required for the entry fee and equipment. Not old enough to get jobs, the cousins will have to come up with a creative plan to make money to solve their problem.

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

Write the term *point of view* on the board. Explain that point of view is how a person sees or thinks about something. Choose a topic on which you and your students are likely to have different points of view, such as homework. Share that from a teacher's point of view, homework shows whether a student understands a skill. A teacher may see homework as a tool. From a student's point of view, homework may be a nuisance that takes time away from something they'd rather be doing. These different points of view influence how teachers and students feel about homework.

Tell students that book characters have different points of view too. Encourage them to think about how the points of view of Hugo; Felix; Mr. Lopez; and Mr. Lopez's dog, Cheech, differ in *Bright Idea*. Explain that the reader has to consider all of the characters' points of view to fully understand the story.

Vocabulary Lesson

This book includes a few words that are key vocabulary related to the book's subject and main idea. 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.

business plan a written description of a product or service and how it will make money
entrepreneur someone who starts a business and is willing to take risks to make money
expense an item or service that costs money
loan to give someone money for a period of time with the agreement that it will be paid back
profit the money made by an individual or a company after paying all expenses

Assign small groups. Instruct groups to create a skit in which business partners ask an investor for a loan to get their business started. Tell students to be creative in choosing the type of business they're presenting in their skit. Each group will include all five vocabulary words in the script for its performance. Provide times for groups to present their skits to the class.

Guided Reading Questions

PAGES 3–9 Why did Hugo and Felix need money? (to pay the entry fee to join a baseball team and to buy new gloves and shoes)

PAGES 10–19 How did the boys come up with their business idea and what was it? (Mr. Lopez's dog was muddy from playing in the creek. He said he would pay good money for a bath station. The boys decided to be dog washers.)

PAGES 20–23 What did Hugo and Felix include in their business plan? (They made a list of items they would need and how much those items would cost.)

PAGES 24 AND 25 What name did Hugo and Felix come up with for their business and why? (They chose Primos Dog Bath. Primos is the Spanish word for cousins.)

PAGES 26 AND 27 How did the boys plan to advertise their business? (Hugo planned to make posters to hang up around the apartment complex. Felix would post an online ad.)

PAGES 28–35 What did the boys consider before deciding what to charge for the dog baths, and what prices did they agree on? (They talked about how much they needed to earn to pay for baseball and pay off the loan to Mr. Lopez. Then they thought about how many dog baths they could give each day. They decided to charge \$10 for small dogs and \$15 for large dogs.)

PAGES 36–47 How much did Hugo and Felix make the first week, and what did they do with their earnings? (They made \$150 and paid off their loan. Then they bought more shampoo and a wagon to carry water.)

OVERALL QUESTIONS What do you think of the boys' plan and why? (Responses will vary.)

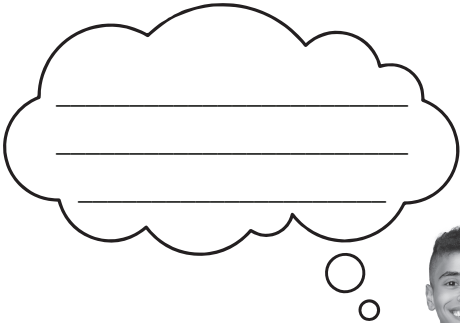
Have you ever had to count change? If so, what strategy did you use? (Responses will vary.)

Name _____ Date _____

Point of View

DIRECTIONS: Fill in the thought bubbles to indicate the characters’ points of view.

1. From Hugo and Felix’s point of view, why was it a good idea to take a loan from Mr. Lopez to start their dog-washing business?

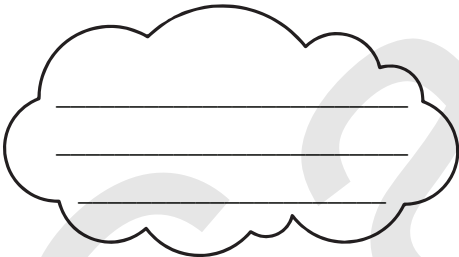


Hugo



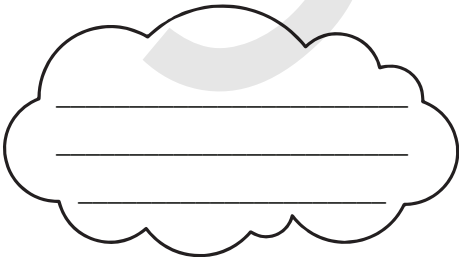
Felix

2. From Mr. Lopez’s point of view, why was it a good idea to give Hugo and Felix a loan to start their dog-washing business?



Mr. Lopez

3. From Cheech’s point of view, was the dog-washing business a good or bad idea and why?



Cheech

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.**1. Why did Hugo and Felix need money?**

- ☐ **A.** to buy a bike
- ☐ **B.** to pay for baseball team fees and equipment
- ☐ **C.** to adopt a dog
- ☐ **D.** to pay for a trip to Venezuela

2. What gave the boys inspiration for their business plan?

- ☐ **A.** Mr. Lopez's muddy dog
- ☐ **B.** their cousin's success on a baseball team
- ☐ **C.** damaged cars in the area
- ☐ **D.** many lawns that needed to be mowed

3. What did the boys do with their first week's earnings?

- ☐ **A.** They bought baseball cards.
- ☐ **B.** They paid the team fees and bought new shoes and gloves.
- ☐ **C.** They went to a theme park.
- ☐ **D.** They paid back their loan and bought supplies.

DIRECTIONS: Read the words and definitions. Write each word next to its definition.**business plan****entrepreneur****expense****loan****profit**

4. _____ to give someone money for a period of time with the agreement that it will be paid back
5. _____ someone who starts a business and is willing to take risks to make money
6. _____ a written description of a product or service and how it will make money
7. _____ the money made by an individual or a company after paying all expenses
8. _____ an item or service that costs money

GO! ELL 2

LITERACY LIBRARY

Ancient History

- Family Matters
- A Royal Lesson
- Silk Road
- Archaeology **NF**

Arts

- Full Steam Ahead
- The Perfect Fit
- The Superpower
- Backstage **NF**

Earth and Space Science

- High Tide
- News Flash!
- Sinkhole
- Hubble Space Telescope **NF**

Health and Wellness

- Breathe Deeply
- A Good Night's Rest
- Heat Wave
- Sleep **NF**

Money Math

- Bright Idea
- Dress for Success
- Pocket Money
- Entrepreneurs **NF**