



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

GO! ENGAGE

2

- HISTORY/CULTURE
- MYSTERY
- MYTHS/LEGENDS
- SPORTS
- TECHNOLOGY

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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.



BOOK LESSON PLAN

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

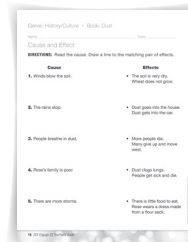
special vocabulary in the books. Lessons are appropriate for whole class, small group, or individual instruction.



GUIDED READING QUESTIONS

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

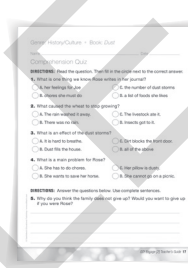
rereading of the book and an exploration of the book's issues and character dynamics. Questions are appropriate for whole class, small group, or individual instruction.



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 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! Engage 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 |
|------|------------------------|-------|----------------------|-----------------|---------------|
|------|------------------------|-------|----------------------|-----------------|---------------|

History/Culture Genre

| | | | | | |
|---------------|----|------------------------------------|-----|------|-----|
| Dust | F | a deadly dust storm in the 1930s | 1.0 | 50HL | 945 |
| Hurricane | F | New Orleans floods in 2005 | 0.8 | BR | 946 |
| Quake | F | San Francisco is shaken in 1906 | 1.0 | BR | 950 |
| Storm Chasers | NF | chasing tornados across the plains | 1.0 | BR | 866 |

Mystery Genre

| | | | | | |
|------------|----|------------------------------|-----|-------|-----|
| The Closet | F | mysterious noises | 0.7 | 80HL | 933 |
| Fuzz | F | a disappearing cat | 1.0 | 130HL | 875 |
| The Ring | F | accused of a crime | 0.8 | 40HL | 949 |
| Chupacabra | NF | evil beast or common coyote? | 1.0 | BR | 814 |

Myths/Legends Genre

| | | | | | |
|--------------------|----|--------------------------------------|-----|------|-----|
| Nian | F | the origins of Chinese New Year | 1.0 | 10HL | 927 |
| Pele | F | goddess of fire | 1.0 | 70HL | 950 |
| The Sword | F | the making of a king | 1.0 | 40HL | 948 |
| Tricksters of Myth | NF | overview of mischief makers in myths | 1.0 | 30HL | 950 |






Sports Genre

| | | | | | |
|---------------|----|----------------------------------|-----|------|-----|
| Broken Record | F | a cross-country race | 1.0 | 70HL | 943 |
| Rail Trouble | F | a skateboard accident | 0.8 | 70HL | 849 |
| Tell Jon | F | swimming tryouts get competitive | 1.0 | 20HL | 818 |
| Concussion | NF | the dangers of head injuries | 1.0 | BR | 886 |

Technology Genre

| | | | | | |
|-----------|----|---------------------------------|-----|-------|-----|
| Pops | F | a grandfather starts a vlog | 1.0 | 110HL | 935 |
| Rumors | F | embarrassing drone incident | 1.0 | 120HL | 907 |
| Shark Cam | F | a virtual field trip | 1.0 | 100HL | 935 |
| Hover | NF | an overview of hover technology | 1.0 | BR | 864 |

Comprehension Skills Chart

| Book | Page Number | Reading Skill | Vocabulary Words |
|--|-------------|--|--|
| History/Culture Genre | | | |
| Dust | 14 | cause and effect | chore, lard, livestock, nicker, rasp |
| Hurricane | 18 | point of view | frond, hurricane, last resort, levee, shelter |
| Quake | 22 | external and internal conflicts | chaos, deport, mass, resident, status |
| Storm Chasers  | 26 | drawing conclusions reading a chart | aloft, plains, researcher, scale, twister |
| Mystery Genre | | | |
| The Closet | 31 | making inferences | apartment, curious, droop, passed away, photograph |
| Fuzz | 35 | plot story structure | alley, cellar, ignore, manager, routine |
| The Ring | 39 | sequence of events | apology, glint, kneel, recognize, spade |
| Chupacabra  | 43 | facts and opinions | chupacabra, coyote, danger, DNA, mange |
| Myths/Legends Genre | | | |
| Nian | 48 | elements of myths drawing conclusions | bawl, clutch, elders, lumber, staff |
| Pele | 52 | purpose of myths plot | brine, calling, flare, grudge, intent |
| The Sword | 56 | elements of legends character evolution | anvil, fret, hilt, spar, taunt |
| Tricksters of Myth  | 60 | tricksters as an archetype in myths comparison and contrast | culture, goal, morals, Pope, traitor |
| Sports Genre | | | |
| Broken Record | 65 | character traits | avoid, clung, pace, relief, rival |
| Rail Trouble | 69 | problems and solutions | ambulance, ledge, operator, rail, weird |
| Tell Jon | 73 | 5 Ws and H questions | bullhorn, cashier, cheer, signal, tryout |
| Concussion  | 77 | reading a chart discerning key details | concussion, CT scan, flex, fluid, MRI |
| Technology Genre | | | |
| Pops | 82 | making connections | flip phone, on the market, pen pals, viral, vlog |
| Rumors | 86 | topic and main idea | drone, lens, panic, rumor, steer |
| Shark Cam | 90 | main ideas and details | data, monitor, projector, quarry, stern |
| Hover  | 94 | nonfiction structures reading diagrams with labels | clumsy, core, hover, magnet, stable |

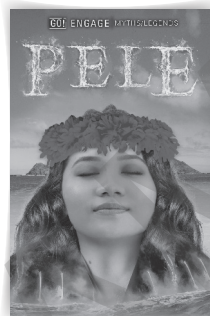
Genre: Myths/Legends

DESCRIPTION Myths and legends are some of the world's oldest stories. While the word *myth* comes from the Greek *mythos* meaning story, the term *mythology* refers to any ancient culture's collected stories that have been handed down for generations. Myths can be found around the world from diverse cultures. These tales reflect a culture's history and traditional beliefs. Their ancient gods and goddesses often feature prominently in the stories because of the power people believed they had. Myths served several purposes. They provided entertainment while also helping people make sense of events and phenomena such as weather and natural disasters and explaining the world and the human experience. Legends incorporate some of the same elements as myths but also feature people from history. Most legends focus on a person and the time in which he or she lived. These stories were often meant to educate or teach a lesson. Whatever the underlying message, myths and legends have the ability to entertain, which is one of the reasons many readers still enjoy them today.

Overview of Books



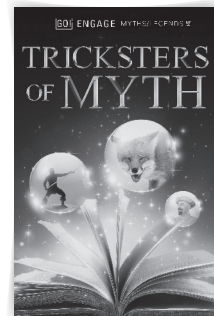
The Origins of Chinese New Year



Goddess of Fire



The Making of a King



Breaking Rules, Making Mischief

INTRODUCING THIS GENRE Write the word *myth* on the board. Ask students what this word makes them think of. Explain that these ancient stories were often told to explain things that happened that humans did not understand, such as weather or a volcanic eruption. Many also taught lessons. These tales are found in cultures around the world. Often the stories have common themes across cultures but are changed to reflect individual beliefs and experiences. Write the word *legend* on the board. Ask students what this word makes them think of. Explain that legends are a bit like myths but often focus on a person from a time in history. Both myths and legends feature larger-than-life characters—gods, goddesses, monsters, heroes, kings, and queens for example—who use a variety of means to accomplish their goals. They may use wit or superhuman strength. Their actions may harm or help people.

Show students the covers and titles of the four books in this set and have them predict what each one is about. Ask them to guess which culture or place the myth or legend is from.

PARTNER SHARE Assign partners and have students share any myths or legends they know. Encourage them to share which book in the set looks the most interesting to read.

Genre: Myths/Legends

Book: *Nian*

SYNOPSIS This book is a retelling of a Chinese story about a mythical beast called Nian. In Chinese culture, the events of the story serve to explain the origins of Chinese New Year.

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

Chan and his family live in fear of a beast called Nian. Every year is the same. Nian comes to their town in search of food and does not leave until he has destroyed or eaten everything in his sight, including people. No one can stop him. Where does that leave Chan's family and the townspeople?



Nian

Ask students to turn to a partner and discuss what they know about Chinese New Year. Then have volunteers share their ideas.

READING SKILL Write the word *myth* on the board. Remind students that myths are stories told in every culture. They can be thousands of years old. Myths last so long because they not only entertain, they also have important purposes. In the case of *Nian*, the myth explains how the tradition of Chinese New Year began. Many of the elements of today's lunar new year celebrations can be traced back to details in this myth. Tell students that as they read *Nian* to think about what kinds of characters make up a myth (e.g., hero, god, supernatural beast). Encourage them to draw conclusions about what the story is trying to say and connect the message to why and how people still celebrate Chinese New Year today.

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.

bawl to cry loudly

clutch to hold onto tightly

elders older people who serve as the leaders in a group due to their knowledge and experience

lumber to move in a slow or clumsy way

staff a long stick that is used for walking; a person leans on it for support

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: Myths/Legends

Book: *Nian*

Guided Reading Questions

PAGES 3–5 What makes the sound that Chan hears? (a beast) What is the beast doing? (hunting)

PAGES 6 AND 7 Who do you think the plate of food is for? (Responses will vary.)

PAGES 8 AND 9 Why do people run? (The beast is near.)

PAGES 10 AND 11 What is the beast's name? (Nian)

PAGES 12 AND 13 What does Nian do first? (goes from house to house and eats food) What does he eat after that? (cows, hens, goats, crops)

PAGES 14 AND 15 What does Nian do to the farmer? (gulps him down)

PAGES 16 AND 17 Why does Chan's father tell Chan to move away from the window? (so the beast will not see him) What might the beast do? (eat Chan)

PAGES 18 AND 19 Where is Nian? (next door) What happened to the twins? (Nian ate them.)

PAGES 20 AND 21 How often does Nian come to town? (every year) What plan do the elders make? (Responses will vary.)

PAGES 22 AND 23 How much time has gone by? (one year)

PAGES 24 AND 25 Did Nian come to town? (yes) How do you know? (town in ruins)

PAGES 26–29 Why does the narrator say, "It is not a good life"? (Responses will vary.)

PAGES 30 AND 31 Why is Chan surprised to see the old man? (No one visits. The town is cursed.)

PAGES 32–35 What does the man say he will do? (chase the beast away)

PAGES 36 AND 37 What does Chan tell the man about Nian? (Nothing scares the beast.)

PAGES 38 AND 39 What does it mean to "be on edge"? (Responses will vary.)

PAGES 40–43 Why might loud noises, fire, and the color red have been used? (Responses will vary.)

PAGES 44 AND 45 What is Chan's father surprised to see? (The town still stands.)

PAGES 46 AND 47 What makes Chan wonder if the man is a god? (Responses will vary.) What happens the next New Year's Eve? (Responses will vary.)

OVERALL QUESTIONS Would you call the old man wise? Why or why not? (Responses will vary.)

What does the story about Nian explain? (the reason for Chinese New Year celebrations)

What things from the story are part of real New Year's celebrations in China today? (Responses will vary.)

Name _____ Date _____


What Can You Conclude?


DIRECTIONS: Look at the picture. Circle the word or words that best complete the sentence.

1.  Chan _____ the beast. **fears** **likes**

2.  The food is for _____. **Chan** **the beast**

3.  Nian hunts every winter.
He will be back _____. **in a month** **in a year**

4.  The people think the man is _____. **crazy** **smart**

5.  The noise is loud.
There are red flags and fire.
Nian flees.
He is _____. **mad** **afraid**

Name _____ Date _____

Comprehension Quiz

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

1. What do the people in Chan's town fear?

- | | |
|---|--|
| <input type="radio"/> A. winter | <input type="radio"/> C. the mountains |
| <input type="radio"/> B. the beast called Nian | <input type="radio"/> D. the old man who visits |

2. What does Nian eat?

- | | |
|---|--|
| <input type="radio"/> A. livestock | <input type="radio"/> C. people |
| <input type="radio"/> B. crops | <input type="radio"/> D. all of the above |

3. Who promises to chase Nian away?

- | | |
|--|--|
| <input type="radio"/> A. the elders | <input type="radio"/> C. the old man who visits |
| <input type="radio"/> B. Chan | <input type="radio"/> D. Chan's father |

4. How do the people celebrate the new year twelve months later?

- | | |
|--|--|
| <input type="radio"/> A. shoot off firecrackers | <input type="radio"/> C. light lamps |
| <input type="radio"/> B. hang red flags | <input type="radio"/> D. all of the above |

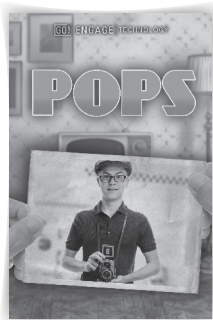
DIRECTIONS: Answer the questions below. Use complete sentences.

5. Do you think it is important for people to tell stories about their culture? Why or why not?

Genre: Technology

DESCRIPTION The technology genre explores topics that show how our contemporary lives are being increasingly shaped by the digital world. Today's tweens have grown up with digital devices, and this has shaped their expectations regarding quick access to information and entertainment. Books in this genre explore both the excitement and concerns that surround technology. While it offers ways to easily connect with a much wider audience, it also presents complex privacy issues. This allows for debates and discussions in classrooms about the advantages and disadvantages of a technology-driven world. Linking technology and literature can spark students' imaginations in terms of what is possible while also motivating them to ask hard questions about how humans manage digital resources and groundbreaking innovations.

Overview of Books



A Grandfather Starts A Vlog



Embarrassing Drone Accident



Virtual Field Trip



An Overview of Hover Technology

INTRODUCING THIS GENRE Write the word *technology* on the board. Underline the first four letters. Ask students what they think of when they hear this word or its shortened version, *tech*. If possible, do a web search for technology-related articles and videos. Discuss the wide variety of topics in the search results. Then ask students to think of a typical day and name technologies they use or see from the time they wake up until they go to sleep. Discuss the advantages and disadvantages of some of these technologies. Point out that the fiction books in this set are all based on different technologies, from vlogs to drones to webcams. Encourage students to think about how they use these technologies as they read. Explain that the nonfiction book is about hoverboards and hoverbikes, how they work, and how the technology has improved over time. Ask students to think about what it would be like to be an engineer trying to create a board that can rise off the ground and stay in the air. Have volunteers share their ideas.

PARTNER SHARE Assign partners and have students share any stories about new technology topics they have heard about. Encourage them to share which book in the set looks the most interesting to read.

Genre: Technology

Book: *Hover*

SYNOPSIS This nonfiction book explores hoverboards and hoverbikes, tracing their origins back to ideas presented in movies. *Hover* examines the technology behind several models people have invented as well as the major advantages and disadvantages of each type.

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

Skateboards hover. Bikes fly. We have seen it in the movies, but how close are we to having these technologies in everyday life?



Hover

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

READING SKILL Review with students the purposes of nonfiction: to explain, inform, teach how to do something, express an opinion, or persuade readers to do or believe something. Explain that nonfiction text usually has a structure and is organized a certain way. The organization depends on the author's purpose. For example, a recipe has a list of ingredients and step-by-step instructions. Readers can expect to learn how to make something. Sometimes an author may compare and contrast two ideas. Readers will learn how the ideas are alike and different. Point out that there can be more than one structure in a book. Knowing the author's purpose and how the text is organized helps readers understand the text. *Hover*, for example, outlines the types of hover technology developed over time, helping readers understand how far tech has come and how far it has to go. Diagrams with labels help them visualize and understand how boards and bikes work. These are examples of text features. Have students look for diagrams as they read the book.

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.

clumsy hard to handle or use; moving in a way that is not graceful

core the center part of an object

hover to stay in one place in the air

magnet an object that pulls metals toward it

stable not likely to fall or tip over

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: Technology

Book: *Hover*

Guided Reading Questions

PAGE 3 What does it mean to hover? (Responses will vary)

PAGES 4 AND 5 Why is the movie *Back to the Future* mentioned in this book? (A boy rides a board that hovers.) Were hoverboards real in 1985? (no)

PAGES 6 AND 7 What is the dream the author is talking about? (the dream to have hoverboards)

PAGES 8 AND 9 What are people working on? (getting lift)

PAGES 10 AND 11 What comes closer in 2008? (Airboard) Why do only a few sell? (costs a lot; board is slow and bulky)

PAGES 12 AND 13 Looking at the diagram, what makes a hoverboard work? (Responses will vary.)

PAGES 14 AND 15 How is the FlyBoard's base different from the other older boards? (smaller)

PAGES 16 AND 17 How is the group's board like Marty's? (acts and looks the same)
What is the new tech that is used? (Responses will vary.)

PAGES 18 AND 19 What are the problems with the board? (Responses will vary.)

PAGES 20–23 What is the board with wheels called? (hoverboard) Why is this odd? (It does not actually hover.)

PAGES 24–27 Why were the first hoverboards recalled? (Responses will vary.)

PAGES 28–31 What drives the wheels? (motors)

PAGES 32 AND 33 What makes the board hard to ride? (Responses will vary.)

PAGES 34–37 What do people see in *Stars Wars* that they want? (a bike that hovers)

PAGES 38 AND 39 Why does the author say, "This is a toy for the rich"? (The cost is \$85,000.)

PAGES 40 AND 41 What makes this bike different? (smaller; looks like a dirt bike; four fans)

PAGES 42–45 Who uses this bike? (Army) What does it mean if something is stable? (Responses will vary.)

PAGES 46 AND 47 What do boards and bikes need? (more tech)

OVERALL QUESTIONS Which hoverboard or hoverbike from the book would you most want to try? Why? (Responses will vary.)

How are today's hoverboards and hoverbikes different from the ones we have seen in the movies? (Responses will vary.)

How did the diagrams help you understand the topic? (Responses will vary.)

Name _____ Date _____

Hover Invention

DIRECTIONS: Design your own hoverboard or hoverbike. Draw it in the box. Add new technology you want it to have. Label the parts. Then fill in the blanks below.



Name of the Model: _____

It rises _____ feet.

It uses _____ for lift.

It goes _____ miles per hour.

Name _____ Date _____

Comprehension Quiz

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

1. When do people first work on hoverboards?

☐ A. 1983

☐ C. 2008

☐ B. early 2000s

☐ D. 2015

2. What are the first hoverboards like?

☐ A. bulky

☐ C. stable

☐ B. fast

☐ D. give long rides

3. What kind of work can a hoverbike do?

☐ A. herd cows

☐ C. search and rescue

☐ B. act like a drone

☐ D. all of the above

4. How does hover technology work?

☐ A. It flies like a jet.

☐ C. It is magic.

☐ B. Fans push air down.
The base lifts.

☐ D. Special metals are lighter
than air.

DIRECTIONS: Answer the question below. Use complete sentences.

5. Why do you think many people want to hover?

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

GO! ENGAGE

History/Culture

- Dust
- Hurricane
- Quake
- Storm Chasers 

Mystery

- The Closet
- Fuzz
- The Ring
- Chupacabra 

Myths/Legends

- Nian
- Pele
- The Sword
- Tricksters of Myth 

Sports

- Broken Record
- Rail Trouble
- Tell Jon
- Concussion 

Technology

- Pops
- Rumors
- Shark Cam
- Hover 