

ELL 2

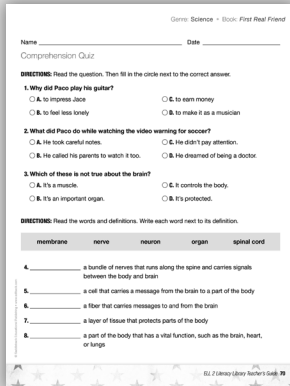
TEEN LITERACY LIBRARY

GENRES

- Arts
- Financial Literacy
- Health and Wellness
- Science
- World History

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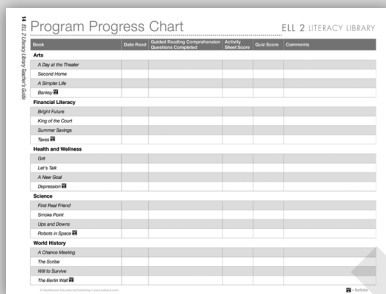
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BOOK QUIZ

(one page for each book)

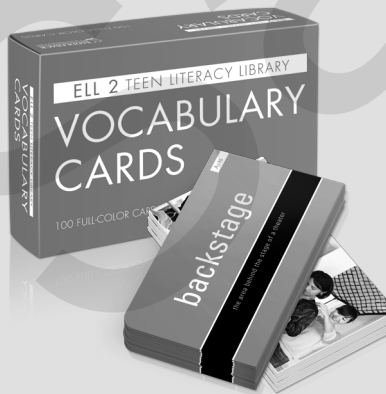
Use this page to assess comprehension. Quizzes are a mix of multiple-choice and fill-in-the-blank questions.



PROGRAM PROGRESS CHART

(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 activities and quiz for each book to monitor comprehension.

Book Overview Chart

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

A Day at the Theater	F	job shadowing	3.0	HL330L	1,044
Second Home	F	finding common ground through music	2.0	HL200L	943
A Simpler Life	F	living life without screen time	2.9	HL310L	1,015
Banksy	NF	biography of Banksy	3.1	HL310L	800

Financial Literacy

Bright Future	F	ways to make college financially possible	2.9	HL340L	1,016
King of the Court	F	making wise money choices	2.3	HL340L	1,021
Summer Savings	F	the hidden costs of items that are "free"	2.4	HL350L	1,022
Taxes	NF	tax types and uses	3.5	HL300L	736

Health and Wellness

Grit	F	athletes and fasting	2.7	HL290L	931
Let's Talk	F	coping with PTSD	2.2	HL270L	998
A New Goal	F	sports injuries	2.7	HL320L	1,031
Depression	NF	depression types and treatments	3.5	HL300L	887

Science

First Real Friend	F	dealing with concussions	2.7	HL320L	999
Smoke Point	F	the science of cooking	2.6	HL310L	1,042
Ups and Downs	F	understanding physics	2.6	HL330L	1,041
Robots in Space	NF	robots used in space	3.5	HL390L	861

World History

A Chance Meeting	F	the eruption of Mount Vesuvius	2.6	HL250L	1,049
The Scribe	F	literacy and farming	2.6	HL320L	1,044
Will to Survive	F	the effects of the Black Plague	3.0	HL320L	1,040
The Berlin Wall	NF	the Berlin Wall's rise and fall	3.5	HL230L	885

Genre: Financial Literacy

Description

Financial literacy refers to how well people understand the options available for managing their money. Making smart choices when it comes to money can open up opportunities in the future. Books in this set provide real world examples that demonstrate this. The Financial Literacy fiction books deal with topics consumers face. These include paying for college, saving money, shopping wisely, and achieving financial goals. To make these financial lessons relevant to young adults, the books feature teenage characters. The nonfiction book examines how taxes are collected and where that money goes. A diagram of a pay stub helps students know what to expect in terms of deductions taken from a person's pay. Together, the books provide vital information about the responsible use of money.

Overview of Books



Planning for College



Making Choices



Financial Goals



How Taxes Work

Introducing This Genre

Write the term *financial literacy* on the board. Ask students what they think of when they see or hear these words together. Financial refers to money. Literacy usually refers to being able to read and write. When the two words are used together, the term refers to understanding and effectively using financial skills to manage money and the ability to explain other facts related to earning and spending.

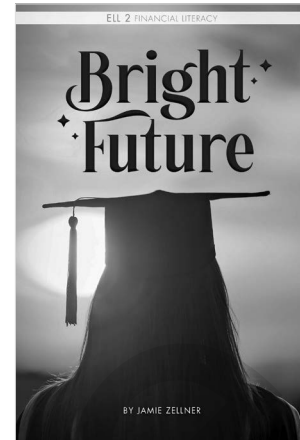
As a class, brainstorm a list of items that require money. Make sure the list includes essentials, such as food, clothing, and shelter, as well as other major expenses, such as a car, phone service, and a college education. Discuss the list as a class. Explain that since all the items on the list require money, it's important to be financially literate. Some people think that the sooner in life people learn this lesson, the better. Have volunteers share why they believe that statement to be true or untrue.

Partner Share

Assign partners. Have partners talk about their financial goals. Provide time for pairs to share what they learned about each other's goals. For example, they might say, "This is Santiago, and his financial goal is to own a home by the age of 30" or "This is Elise, and her financial goal is to buy a car before she graduates from high school."

Synopsis

Liz would like to go to college, but she doesn't think she will get the chance. Her family, who emigrated to the U.S., can't afford it. That leads her to initially turn down a field trip to visit the local community college. But with the help of her art teacher and a guidance counselor, Liz discovers there are ways to receive money to pay for college, such as scholarships, grants, and loans. She learns about the steps involved in seeking financial aid. This knowledge changes the way she looks at her future and inspires her to go on the field trip. Everything she experiences on that trip fuels her determination to go to college.



Preparing to Read

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

When Liz's art teacher offers her class the opportunity to visit a community college, Liz initially declines. Going to college just doesn't seem like a real possibility to her. But she soon learns she has more options than she thought.

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 terms *main idea* and *supporting details* on the board. Tell students that the main idea is the most important point of a story. It's what the author wants the reader to remember about the story's message. Then explain that details support the main idea by providing more information about it. Ask students to think about the life cycle of a butterfly. Point out that the main idea is that a caterpillar goes through metamorphosis to become a butterfly. The supporting details are the stages of its life, including egg, larva, pupa, and adult. Note that identifying a book's main idea and supporting details is key to comprehending the text.

Assign small groups. Have each group think of a classic tale they have read or a movie they have seen recently and then identify the main idea and at least two supporting details. Provide time for groups to share with the class which story or movie they talked about and its main idea and details.

As students read *Bright Future*, instruct them to think about what the main idea is and then identify its supporting details.

Vocabulary Lesson

This book includes five vocabulary words that are 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.

FAFSA a form that students and/or their families fill out to apply for federal financial assistance; stands for Free Application for Federal Student Aid

financial aid money to help pay for college

grant money that is given to someone without having to be repaid

loan money that is borrowed with the expectation that it will be paid back

scholarship money for academic study that is given based on achievement or talent

Assign small groups. Have each group create a brochure about paying for college. Their brochure must include all five vocabulary words as well as illustrations. Students can make up scholarships or grants to include in the brochure. Encourage creativity while using the vocabulary words properly. Provide time for groups to present their brochures to the class.

Guided Reading Questions

PAGES 3–11 Where was Liz's class going on its field trip? (the community college) How did Mr. Patel react when Liz didn't take a permission slip? (At first, he thought she forgot to take one and then was surprised when she said she wasn't going.)

PAGES 12 AND 13 What did Mr. Patel say to Liz when she told him she couldn't go to college? (He said she was a talented student and college could open a lot of doors for her.) What does that statement mean? (Responses will vary.)

PAGES 14–17 Why did Liz say she wasn't planning to go to college? (She said her family couldn't afford it.)

PAGES 18–25 Where did Mr. Patel send Liz and why? (He sent her to the guidance counselor to discuss types of financial aid available to help pay for college.)

PAGES 26–33 What advice did Ms. Cruz give Liz about keeping the costs of college manageable? (She said a person could start at community college and apply for scholarships.)

PAGES 34–43 How did Ms. Cruz explain the FAFSA and the difference between a loan and a grant? (She said the FAFSA asks questions about income and taxes to determine how much money a student qualifies for. A loan is money that must be paid back, and a grant is money that doesn't need to be repaid.)

PAGES 44–47 How was Liz feeling about college after the field trip? (She was excited about her future and could now imagine herself as a college student.)

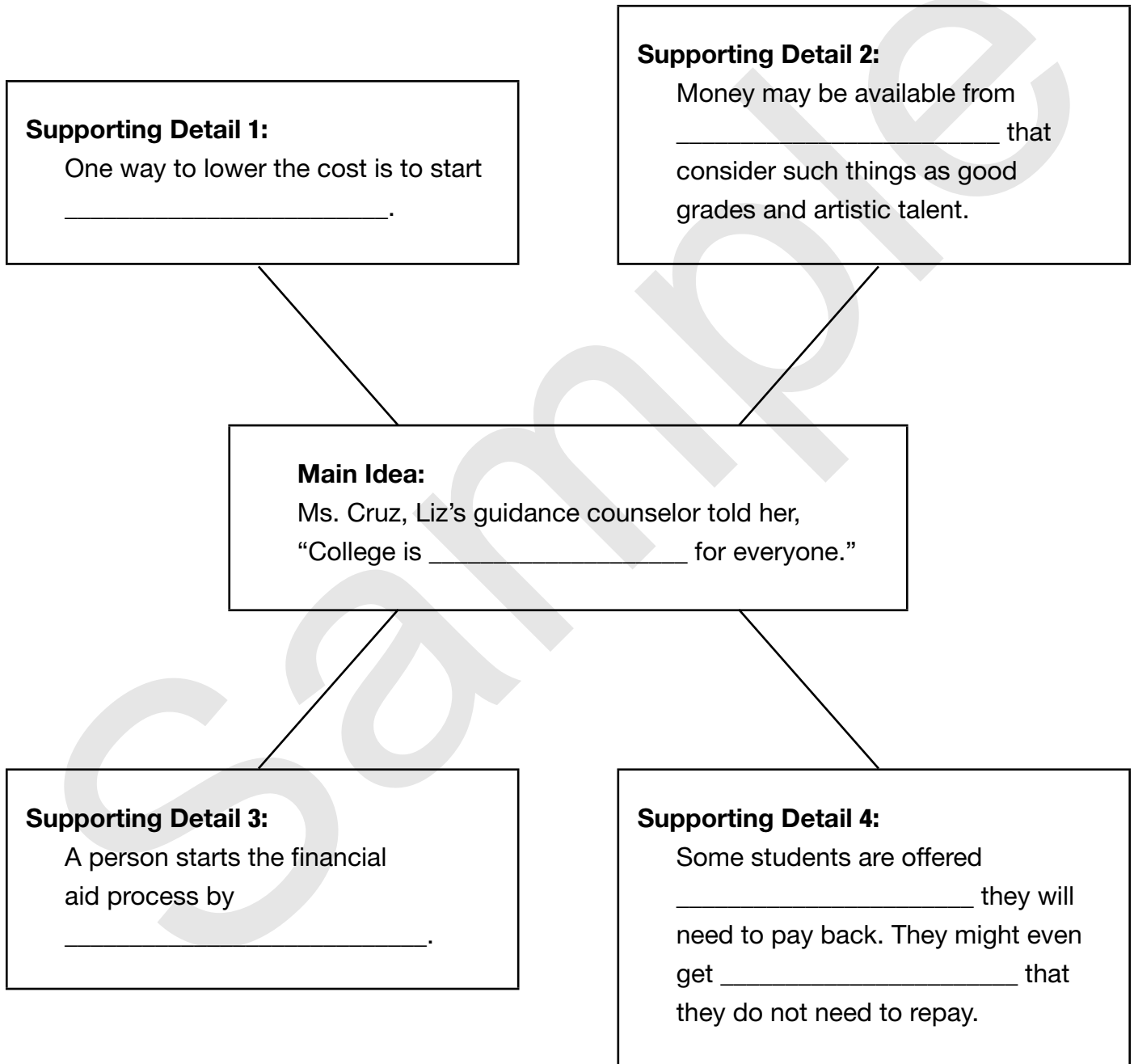
OVERALL QUESTIONS How did Liz use art terms to express her new vision for the future? (She now saw her future as a blank canvas and it was up to her to paint the picture.) What does this mean to you? (Responses will vary.)

What did you learn about paying for college? (Responses will vary.)

Name _____ Date _____

Main Idea and Supporting Details

DIRECTIONS: Fill in the blanks to complete the main idea from *Bright Future*. Then complete the chart with details that support the main idea.



Name _____ Date _____

Comprehension Quiz

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

1. Why didn't Liz want to go on the field trip?

- A. She had been there before.
- B. She didn't see herself going to college.
- C. She was mad at her teacher.
- D. She had another event that day.

2. Which of these was not a method suggested for paying for college?

- A. scholarships
- B. loans
- C. credit cards
- D. grants

3. How did Liz feel after her community college visit?

- A. It was the school for her.
- B. She felt guilty for wanting to leave home.
- C. College wasn't for her.
- D. She was excited for the future.

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

FAFSA

financial aid

grant

loan

scholarship

4. _____ money for academic study that is given based on achievement or talent
5. _____ money to help pay for college
6. _____ money that is borrowed with the expectation that it will be paid back
7. _____ a form that students and/or their families fill out to apply for federal financial assistance; stands for Free Application for Federal Student Aid
8. _____ money that is given to someone without having to be repaid

Genre: World History

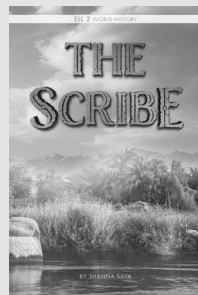
Description

Teaching world history is essential to help students better understand their roles as global citizens. Through this study, students learn how humankind has changed, or stayed the same, over time in terms of thought, behavior, and interactions. As a result, they gain a deeper understanding of issues in today's world. Four major events and/or time periods are addressed in the books in this set. They range from life in Ancient Egypt to Germany after World War II. The fiction books feature teenagers dealing with the stresses of family commitments as well as the historical situation. This unique viewpoint makes the stories both relatable and impactful for students. The nonfiction book examines the reasons for the construction and destruction of the Berlin Wall. Together, the books give students the opportunity to look closer at major events in the history of the world.

Overview of Books



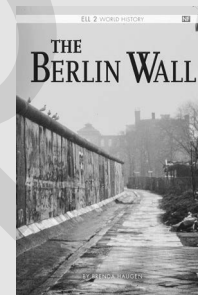
Surviving Mount Vesuvius



Dreams of a Different Life



Running From the Plague



Breaking Barriers

Introducing This Genre

Display or project an image of a world map. Ask students to look at the countries and recall events that have happened in various places. As a class, brainstorm a list of major historical events that have occurred around the world. Provide time for students to research these events online. Then have students share some of the facts they learned through their research with the rest of the class.

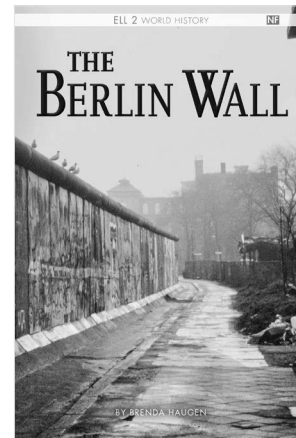
Ask students what they know about the countries included in this World History set: Italy, Egypt, England, and Germany. Then lead a discussion about why it is important to learn about events that happened in the past.

Partner Share

Assign partners. Instruct each pair to discuss an event in history they would like to know more about and have them explain why they are interested in it. Encourage volunteers to share their thoughts with the class.

Synopsis

This book examines Germany after World War II when the country and its capital were each split into zones. Soviets controlled East Germany and wanted it to be a communist nation. Other Allies controlled West Germany and wanted it to be a democracy. The Cold War that ensued between the United States and the Soviet Union led to the building of the Berlin Wall, a barrier designed to prevent East Germans from escaping to West Germany. The wall not only divided the city of Berlin, it sometimes divided families. Many died trying to get past it. When relations between the U.S. and the Soviets improved and the Cold War ended, the wall came down and Germany was reunited.



Preparing to Read

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

After World War II, Germany was divided. East Germany became a communist nation. West Germany was democratic. The Berlin Wall was built as a physical barrier to further divide Germany and would become a symbol of the Cold War.

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 following questions on the board: Who? What? When? Where? Why? How? Explain that these questions are known as the 5 Ws and an H. Share that readers can use these questions to gather important information from a passage. These questions can be used with any type of text but can be especially helpful when reading about historical events. Point out that the reader can ask: Who were the people involved with or affected by this event? What took place? When did this event happen? Where was the action taking place? Why did this occur? How did it affect the people involved as well as any future events? Note that the answers to these questions help the reader understand the topic more thoroughly.

Explain that when news reporters are preparing their stories, they strive to answer the 5 Ws and an H in order to provide a clear description of an event. Assign small groups. Instruct each group to prepare a news article about a real or fictional event that has happened or will be happening at their school, such as a game or dance. Tell groups they must answer the 5 Ws and an H in their articles. Provide time for groups to share their articles. As one group presents, have the others keep track to make sure the article answers the 5 Ws and an H.

As students read *The Berlin Wall*, have them think about answers to the questions on the board.

Vocabulary Lesson

This book includes five key vocabulary words that are 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.

arms race a competition in which one country tries to build or gather more weapons than its enemy has

cold war a conflict that involves threats and misinformation, but no actual fighting

communism a system in which the government owns the items used to make and transport goods, and there is no private ownership of property

democratic based on a type of government in which citizens elect their leaders

land mine a bomb that is buried in the ground; it explodes when stepped on or driven over

Assign pairs. Instruct partners to create a skit in which a history teacher is teaching these vocabulary words to a student, but the student keeps confusing what the terms mean. For example, the student may think an arms race is a race involving a person's arms. The teacher must clear up the student's confusion with each term. Tell pairs to include all five of the vocabulary words in their skits. Provide time for students to perform their skits for the class.

Guided Reading Questions

PAGES 4–11 Why was the Berlin Wall built? (to keep people from escaping East Berlin, which was controlled by the Soviets, in search of freedom)

PAGES 12–15 How did the Berlin Wall claim its first life? (A woman tried to jump from her window to get to West Berlin.)

PAGES 16–25 How was the city of Berlin controlled after World War II? (Soviets had the east. Great Britain, France, and the U.S. had the west.)

PAGES 26–33 Who talked about an “Iron Curtain” and what was it? (Britain's leader Winston Churchill said it was an imaginary border created by Soviet leader Joseph Stalin to separate the Soviets from the West.)

PAGES 34–41 What event led to the arms race between the U.S. and the Soviets? (The U.S. dropped atomic bombs on Japan.)

PAGES 42–51 What was the “death strip”? (an area with 55,000 land mines between the two walls dividing the city of Berlin)

PAGES 52–57 What were some ways people tried to cross the wall? (One drove a tank through it, some dug tunnels under it, and one stole a train to go past it.) How many made it across the wall? (about 5,000)

PAGES 58–63 When and how did the Cold War end? (In 1987, the U.S. and the Soviet Union reached a deal to limit nuclear weapon development.)

OVERALL QUESTIONS What might it have been like to have been one of the people tearing down the Berlin Wall the night of November 9, 1989? (Responses will vary.)

What are the consequences of countries becoming involved in an arms race? (Responses will vary.)

Name _____ Date _____

The 5 Ws and an H

DIRECTIONS: Answer the following questions about *The Berlin Wall*.

1. When was barbed wire and fencing put up in Berlin? _____
2. How long was the Berlin Wall? _____
3. Why were Soviet leaders mad at Germany? _____
4. What part of Germany was controlled by Great Britain, France, and the U.S.? _____
5. Who was the Soviet leader who wanted communism to stay strong? _____
6. Who talked about the “Iron Curtain”? _____
7. What started the arms race between the U.S. and the Soviets? _____
8. Why were many East Germans unhappy? _____
9. How was the wall made more permanent and dangerous? _____
10. Where were attack dogs stationed? _____
11. What were some ways people tried to cross the wall? _____
12. When was the wall torn down? _____

DIRECTIONS: Use the map on page 24 of *The Berlin Wall* to answer the following questions.

13. Which countries controlled portions of Berlin? _____
14. How many controlled access points were in Berlin? _____
15. What was different about East Berlin and West Berlin? _____

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.**1. How long was the Berlin Wall?**

- A. 100 feet
- B. 2 miles
- C. 27 miles
- D. 200 miles

2. Which nation did not control part of Berlin after World War II?

- A. the United States
- B. Italy
- C. France
- D. Great Britain

3. What was the U.S. goal in regard to its involvement in Germany?

- A. to stop communism
- B. to take tax money from Germany
- C. to test nuclear weapons
- D. to partner with Germany to control Great Britain

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

arms race

cold war

communism

democratic

land mine

4. _____ based on a type of government in which citizens elect their leaders
5. _____ a system in which the government owns the items used to make and transport goods, and there is no private ownership of property
6. _____ a bomb that is buried in the ground; it explodes when stepped on or driven over
7. _____ a competition in which one country tries to build or gather more weapons than its enemy has
8. _____ a conflict that involves threats and misinformation, but no actual fighting