

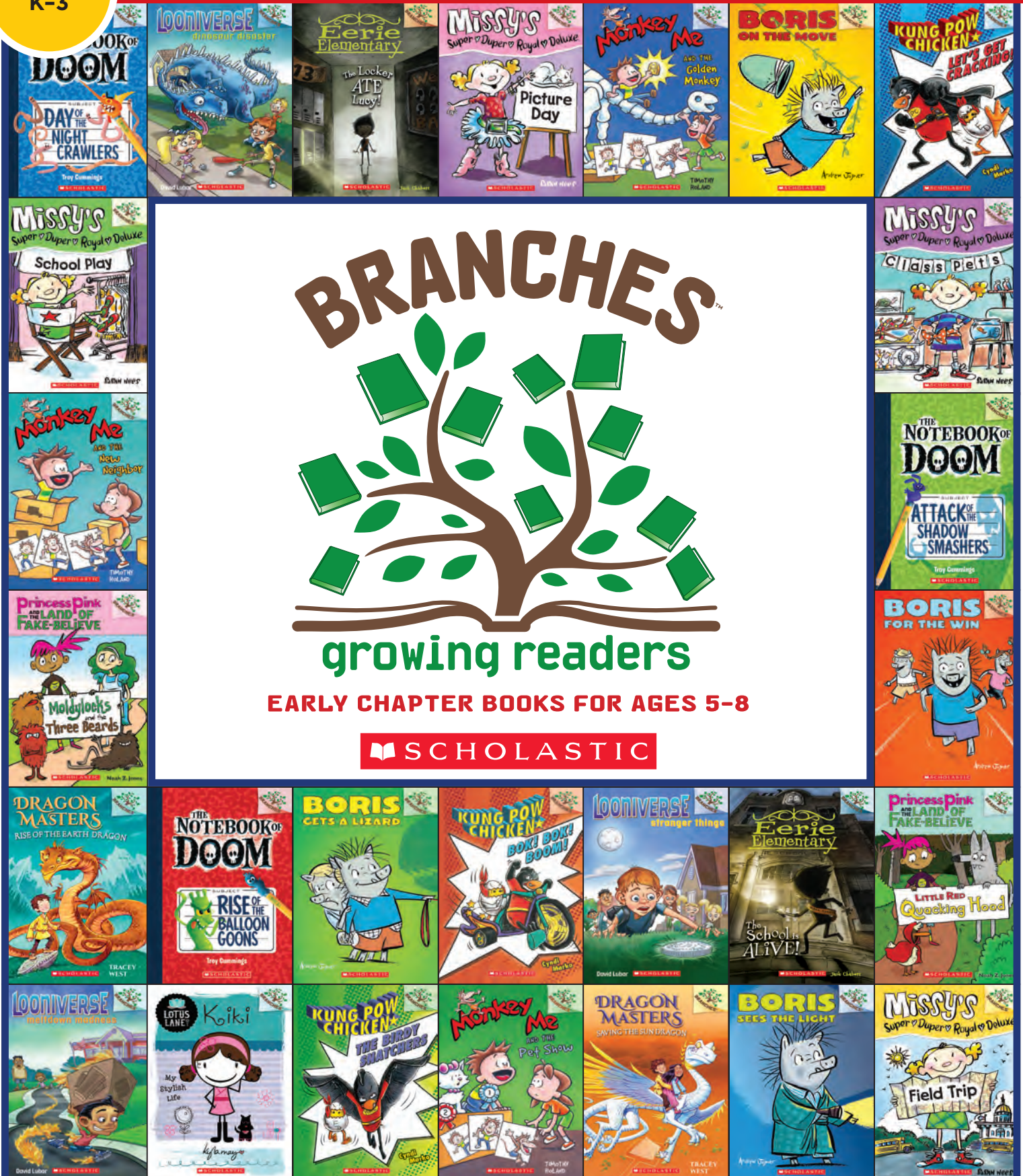
# CLASSROOM GUIDE

Grades  
K-3



EARLY CHAPTER BOOKS FOR AGES 5-8

 SCHOLASTIC



Meets Common Core State Standards—SEE INSIDE



## LOTS OF LOVE FOR BRANCHES BOOKS!

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RLB: 978-0-545-64630-7 • \$15.99  
EBK: 978-0-545-64635-2 • \$4.99

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**August 2015**

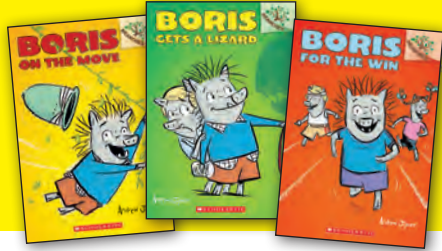
PB: 978-0-545-64631-4 • \$4.99  
RLB: 978-0-545-64632-1 • \$15.99  
EBK: 978-0-545-64636-9 • \$4.99

Find out more about BRANCHES books at [scholastic.com/branches](http://scholastic.com/branches)

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By Andrew Joyner



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EBK: 978-0-545-61392-7 • \$4.99

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# Missy's Super ♥ Duper ♥ Royal ♥ Deluxe

By Susan Nees



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PB: 978-0-545-43851-3 • \$4.99  
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EBK: 978-0-545-54009-4 • \$4.99

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PB: 978-0-545-43853-7 • \$4.99  
RLB: 978-0-545-49611-7 • \$15.99  
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PB: 978-0-545-43852-0 • \$4.99  
RLB: 978-0-545-49610-0 • \$15.99  
EBK: 978-0-545-54010-0 • \$4.99

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PB: 978-0-545-43854-4 • \$4.99  
RLB: 978-0-545-49612-4 • \$15.99  
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By Noah Z. Jones



Ages 5-7 • 80 pages • Full-color

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PB: 978-0-545-63839-5 • \$4.99  
RLB: 978-0-545-63840-1 • \$15.99  
EBK: 978-0-545-63892-0 • \$4.99

### #2: Little Red Quacking Hood September 2014

PB: 978-0-545-63841-8 • \$4.99  
RLB: 978-0-545-63842-5 • \$15.99  
EBK: 978-0-545-63893-7 • \$4.99



## BRANCHES SERIES FOR AGES 6–8



# LOONIVERSE

By David Lubar  
Illustrated by Matt Loveridge



Ages 6-8 • 96 pages • Black-and-white

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PB: 978-0-545-49602-5 • \$4.99  
RLB: 978-0-545-49601-8 • \$15.99  
EBK: 978-0-545-49685-8 • \$4.99

### #3: Dinosaur Disaster

PB: 978-0-545-49606-3 • \$4.99  
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EBK: 978-0-545-49692-6 • \$4.99

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PB: 978-0-545-49604-9 • \$4.99  
RLB: 978-0-545-49603-2 • \$15.99  
EBK: 978-0-545-49686-5 • \$4.99

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PB: 978-0-545-49608-7 • \$4.99  
RLB: 978-0-545-49607-0 • \$15.99  
EBK: 978-0-545-49695-7 • \$4.99



By Kyla May



Ages 6-8 • 96 pages • Black-and-white

### #1: Kiki: My Stylish Life

PB: 978-0-545-44512-2 • \$4.99  
RLB: 978-0-545-49613-1 • \$15.99  
EBK: 978-0-545-49680-3 • \$4.99

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PB: 978-0-545-44516-0 • \$4.99  
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PB: 978-0-545-44514-6 • \$4.99  
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# Monkey Me

By Timothy Roland



Ages 6-8 • 96 pages • Black-and-white

### #1: Monkey Me and the Golden Monkey

PB: 978-0-545-55976-8 • \$4.99  
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EBK: 978-0-545-55978-2 • \$4.99

### #3: Monkey Me and the New Neighbor • July 2014

PB: 978-0-545-55984-3 • \$4.99  
RLB: 978-0-545-55986-7 • \$15.99  
EBK: 978-0-545-55988-1 • \$4.99

### #2: Monkey Me and the Pet Show

PB: 978-0-545-55980-5 • \$4.99  
RLB: 978-0-545-55981-2 • \$15.99  
EBK: 978-0-545-55983-6 • \$4.99

### #4: Monkey Me and the School Ghost • October 2014

PB: 978-0-545-55989-8 • \$4.99  
RLB: 978-0-545-55990-4 • \$15.99  
EBK: 978-0-545-55991-1 • \$4.99

# THE NOTEBOOK OF DOOM

By Troy Cummings



Ages 6-8 • 96 pages • Black-and-white

### #1: Rise of the Balloon Goons

PB: 978-0-545-49323-9 • \$4.99  
RLB: 978-0-545-49322-2 • \$15.99  
EBK: 978-0-545-49326-0 • \$4.99

### #2: Day of the Night Crawlers

PB: 978-0-545-49325-3 • \$4.99  
RLB: 978-0-545-49324-6 • \$15.99  
EBK: 978-0-545-49327-7 • \$4.99

### #3: Attack of the Shadow Smashers

PB: 978-0-545-55297-4 • \$4.99  
RLB: 978-0-545-55298-1 • \$15.99  
EBK: 978-0-545-55553-1 • \$4.99

### #4: Chomp of the Meat-Eating Vegetables

PB: 978-0-545-55299-8 • \$4.99  
RLB: 978-0-545-55300-1 • \$15.99  
EBK: 978-0-545-55554-8 • \$4.99

### #5: Whack of the P-Rex September 2014

PB: 978-0-545-69895-5 • \$4.99  
RLB: 978-0-545-69896-2 • \$15.99  
EBK: 978-0-545-69897-9 • \$4.99

### #6: Pop of the Bumpy Mummy January 2015

PB: 978-0-545-69898-6 • \$4.99  
HC: 978-0-545-69899-3 • \$15.99  
EBK: 978-0-545-69901-3 • \$4.99

# USING BRANCHES IN YOUR CLASSROOM?

**Branches is perfect for newly independent readers ages 5–8 and kids who are ready to “cross over” from beginning readers but are not quite ready for traditional chapter books.**

## Nurturing Independent Readers

Children become skilled as independent readers when the books they select are not too easy or too difficult. The series in the Branches line help develop readers’ confidence, facilitate comprehension, and support their growth as independent readers.

### Independent readers can:

- Recognize many sight words
- Utilize different strategies such as context clues to determine unfamiliar words
- Integrate meaning, syntax, and phonics easily
- Read with fluency, expression, and proper phrasing
- Handle longer, more complex texts with short chapters and engaging characters
- Summarize texts that they read
- Take on traits of skillful and successful readers

### Branches books encourage the ongoing independence of readers through:

- Accessible language and vocabulary
- High-interest storylines
- Relatable characters and situations
- Readable sentence structure
- Engaging format
- Broadening reading strategies and improving comprehension

## Motivating Readers

Series books provide an added incentive because children love to read about characters they already know. The stories in the Branches line provide readers with a sense of satisfaction and familiarity, and readers’ comprehension skills improve as they revisit popular characters in each book.

## Teaching Strategies in this Guide

The prompts and strategies in the following pages can be modified and applied to any of the Branches titles listed in this guide. See **[scholastic.com/branches](https://www.scholastic.com/branches)** for more resources and series information.



For more information about the Reading Levels and “Appeals To” Levels in this guide, visit **[scholastic.com/readinglevel](https://www.scholastic.com/readinglevel)**



## Teaching Strategies for Boris #1: Boris on the Move

by Andrew Joyner

Boris lives in Hogg Bay, but dreams of big adventures in the Amazon jungle just like his favorite book character, Captain Clive.

Paperback • 978-0-545-48443-5 • \$4.99

Library Binding • 978-0-545-48442-8 • \$15.99

eBook • 978-0-545-48782-5 • \$4.99

80 pages • Full color

Word count: 727

Lexile: 230L

Guided Reading Level: M

Spache Reading Level: 2.1



### BEFORE READING

Set a purpose:

- Today, the class will read the chapter book, *Boris on the Move*.
- Ask, "What do you think Boris is doing on the cover? Does the illustration give you any information about the character?"
- Read introductory pages one through eight aloud to your class. Ask the students to predict what they think this story will be about based on the information that the author has given about Boris.

### DURING READING

- Have students follow along as you read aloud the first chapter in *Boris on the Move*. Point to the words as you read so that students can follow along on the page.
- After reading the text on a page, stop and model how students read the captions next to the illustrations.
- Discuss the differences between the ways the author uses narrative storyline and speech bubbles to tell the story. (RL 1.6: Identify who is telling the story at various points in the text.)

### AFTER READING

- Ask students to identify their favorite part of the story and the reasons why they liked it.
- Write down words on a chart that students struggled with or words that were interesting such as "clambered." If students are not sure of the word's meaning, encourage them to use context clues to help them. (RL K.4: Ask and answer questions about unknown words in a text.)

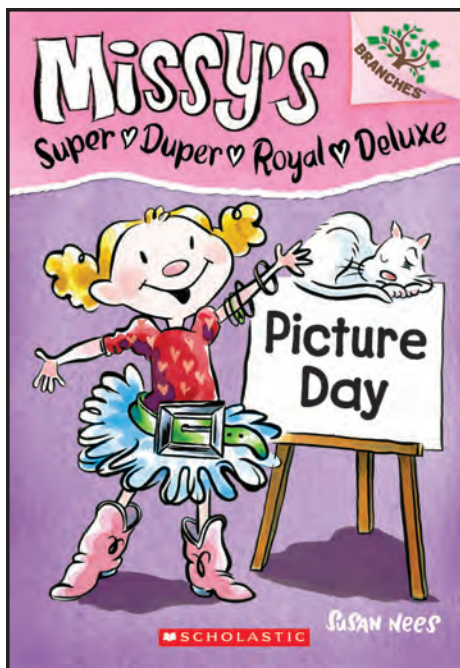
### EXTENSION STRATEGY

- Revisit *Boris on the Move* and have students examine the ways that the illustrator has shown the different adventures of Boris and his family. For example, photographs show Boris's parents visiting various countries while thought clouds show the adventures that Boris wants to explore. Have students draw another adventure that Boris might want to have using one of the formats in the book, such as photographs or thought clouds. (RL 1.7: Use illustrations and details in a story to describe its characters, setting, or events.)



These strategies can be applied to any Branches title!  
See [scholastic.com/branches](https://www.scholastic.com/branches) for additional resources.





## Teaching Strategies for Missy's Super Duper Royal Deluxe #1: Picture Day

by Susan Nees

Melissa Abigail Rose (Missy) anxiously anticipates picture day at school and dreams about the fabulous outfit she will wear. Her mother, however, has other ideas. Missy commiserates to her friend Oscar about her boring ensemble. Together, they find a creative solution to her picture day debacle.

Paperback • 978-0-545-43851-3 • \$4.99

Library Binding • 978-0-545-49609-4 • \$15.99

eBook • 978-0-545-54009-4 • \$4.99

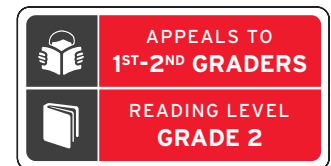
80 pages • Full color

Word count: 1599

Lexile: 500L

Guided Reading Level: L

Spache Reading Level: 2.1



### BEFORE READING

Tell students that today they are going to have the opportunity to read *Missy's Super Duper Royal Deluxe: Picture Day* independently.

- Identify the title and author. Predict what the story might be about.
- Discuss the students' experiences related to the topic of picture day.
- Identify several pages with speech bubbles and talk about the bubbles' purpose and a strategy for reading them.

### DURING READING

Have students think about the following as they read:

- What did the author write about?
- Who is telling the story?
- Whose point of view is featured in the story?

### AFTER READING

- Ask students to retell what happened at the beginning, middle, and end of the story. (RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.)

### EXTENSION STRATEGY

- **Fill in the Blanks:** To support students in retelling the sequence of events in a story, have them fill in the blanks by using the following structure.

First, \_\_\_\_\_.

Then, \_\_\_\_\_.

This happened at the end of the chapter/book:

\_\_\_\_\_.

I think Missy felt \_\_\_\_\_ because \_\_\_\_\_.

(RL 1.3: Describe characters, settings, and major events in a story using key details.)



These strategies can be applied to any Branches title!  
See [scholastic.com/branches](http://scholastic.com/branches) for additional resources.



## Teaching Strategies for Lotus Lane #1: Kiki: My Stylish Life

by Kyla May

Kiki, a member of the Lotus Lane Girls Club, is a true fashionista. Written in diary format, Kiki tells of the activities she and her friends engage in such as scrapbooking, doggie day spa, cupcake baking, and of course, pajama parties.

Paperback • 978-0-545-44512-2 • \$4.99

Library Binding • 978-0-545-49613-1 • \$15.99

eBook • 978-0-545-49680-3 • \$4.99

96 pages • Black-and-white

Word count: 5487

Lexile: 640L

Guided Reading Level: N

Spache Reading Level: 2.3



### BEFORE READING

- Tell students that they will have the opportunity to read about a group of girls who have formed the Lotus Lane Girls Club. Share the first book in the series, about Kiki.
- Open up the book and point out the different text features, such as captions, abbreviated words, quotes, dialogue boxes, and graphics.

### DURING READING

- Point out how new vocabulary and interesting words are shown throughout the book. Have students mark these pages with a sticky note to revisit after reading. (RL 2.7: *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.*)
- Have students think about their strategy for reading what is presented on the pages.

### AFTER READING

- Ask students to describe which text features they most enjoyed and why. What were their strategies for reading the additional text?
- Have students write down the traits for each character on a chart that can be added to as other books in the series are read.

### EXTENSION STRATEGY

- **Create a Scrapbook:** One of the things that the Lotus Lane Girls Club members enjoy doing is creating scrapbook pages. These pages should be ongoing as each book is read, with one or more pages devoted to each character. Some of the information could include:

- ♦ Personality traits of each character
- ♦ Appearance of the character(s)
- ♦ Accomplishments
- ♦ Challenges faced by character(s) and how they were resolved
- ♦ Words that describe the character

Have students think about the layout and design of their scrapbook pages, as well as color and images.

(RL 2.3: *Describe how characters in a story respond to major events and challenges.*)



These strategies can be applied to any Branches title!  
See [scholastic.com/branches](http://scholastic.com/branches) for additional resources.





## Teaching Strategies for Looniverse #1: Stranger Things

written by David Lubar, illustrated by Matt Loveridge

Strange things seem to happen to Ed after he finds a silver coin with the words *Strange, Stranger* on it. But just who is the “stranger” that the coin belongs to?

Paperback • 978-0-545-49602-5 • \$4.99

Library Binding • 978-0-545-49601-8 • \$15.99

eBook • 978-0-545-49685-8 • \$4.99

96 pages • Black-and-white

Word count: 5735

Lexile: 520L

Guided Reading Level: O

Spache Reading Level: 2.3



### BEFORE READING

- Ask students, “Has anything strange ever happened to you? What did you do?”
- What do sayings mean, such as “Money doesn’t grow on trees”?
- Read the first chapter. Ask students to respond to the questions of *who, what, when, where, why, and how*.

### DURING READING

- Have students examine the illustrations as they read. How do the illustrations assist in comprehending the story?
- Suggest to students that they write down details and examples that answer the questions of *who, what, when, where, why, and how*.

### AFTER READING

- Ask students to retell what they read.
- Generate questions that will require students to support their opinions and responses to the text, such as:
  - ♦ What strange things happened in the story?
  - ♦ What prompted each event to happen?
  - ♦ How did Ed or his friends deal with the strange events?

### EXTENSION STRATEGY

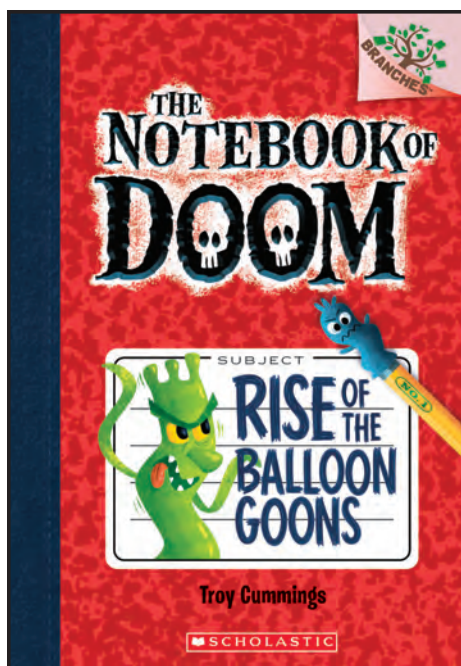
- **Five W’s and an H:** Have students respond to each chapter or each book in the series on the chart shown below. Be sure that they include details and page numbers to support their answers.
  - ♦ Who was there?
  - ♦ What happened?
  - ♦ When did it happen?
  - ♦ Where did it happen?
  - ♦ Why did it happen?
  - ♦ How did the character(s) feel?

What	Who
When	Where
Why	How

(**RL 2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.)



These strategies can be applied to any Branches title!  
See [scholastic.com/branches](http://scholastic.com/branches) for additional resources.



## Teaching Strategies for The Notebook of Doom #1: Rise of the Balloon Goons

by Troy Cummings

Alexander Bopp has just moved to Stermont but immediately notices that things are a little strange in his new hometown. Can he survive his new school and classmates, as well as the balloon goons that are stalking him?

Paperback • 978-0-545-49323-9 • \$4.99

Library Binding • 978-0-545-49322-2 • \$15.99

eBook • 978-0-545-49326-0 • \$4.99

96 pages • Black-and-white

Word count: 5649

Lexile: 490L

Guided Reading Level: N

Spache Reading Level: 2.5



### BEFORE READING

- Show students the cover of *The Notebook of Doom: Rise of the Balloon Goons*. Ask if they have ever seen a large, inflatable balloon. What do they think a "balloon goon" might be?
- Share the notebook pages depicted on pages 24-25. Read aloud the entry about the "Playing Mantis" which includes habitat, diet, behavior, and a warning. Ask, "Is this a real insect?"

### DURING READING

- As students independently read *The Notebook of Doom*, have them make predictions. Provide students with sticky notes to write down predictions and questions that might occur to them as they read.
- Have students pay attention to the plays on words, such as "The Morgue the Merrier" (p. 34), that are found throughout the book. Mark those pages with a sticky note as well to discuss later.



### AFTER READING

- Have students choose five events from the book that are fantasy or could not happen and write them down. Next have them share their list with another student. Which ones were the same and which were different?
- Discuss the beginning, middle, and end of the book. What were the characters' problems and what were the solutions? (**RL 2.3:** *Describe how characters in a story respond to major events and challenges.*)

### EXTENSION STRATEGY

- **Reader Profile Poster:** The notebook pages about the different creatures, as well as the author page, all provide information using a structure. Have students create their own reader profile poster by using the same format, including description, behavior, habitat, diet, evidence, and a warning. Make sure that they include a self-portrait! Then hang these in the reading corner. (**RL 2.7:** *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*)



These strategies can be applied to any Branches title!  
See [scholastic.com/branches](http://scholastic.com/branches) for additional resources.