

Related Reading for Daybook 6 ©2007

This companion reading list corresponds to and enhances the fourteen units in the *Daybook* ©2007 **Grade 6** from Great Source Education Group and includes high-interest, award-winning titles for students in the middle grades. The titles relate to a unit's author(s) or the topics covered in the lessons.

Unit 1: Building Your Repertoire

Invite students to build a repertoire of Julia Alvarez's books and poems. Alvarez draws on her childhood experiences in the Dominican Republic and her adolescent experiences in New York City to create stories that connect with readers. Remind students to interact with the text as they read. For more information, visit Alvarez's website: <http://www.juliaalvarez.com/>.

Alvarez, Julia. *Before We Were Free*. Laurel Leaf, 2004.

---. *Finding Miracles*. Laurel Leaf, 2006.

---. *Homecoming: New and Collected Poems*. Plume Books, 1996.

---. *How Tia Lola Came to ~~Visit~~ Stay*. Knopf, 2001.

Unit 2: Interacting with the Text

Encourage students to interact with more texts about famous people with hearing impairments. Listed here are four: Eber's exploration of inventor Alexander Graham Bell; Gray's memoir of her daughter, Heather Whiteside, Miss America, 1995; Helen Keller's autobiographical account; and Morris's biography of the incomparable Ludwig van Beethoven.

Eber, Dorothy Harley. *Genius at Work*. Nimbus Publishing, 1991.

Gray, Daphne. *Yes, You Can, Heather: The Story of Heather Whitestone, Miss America 1995*. Zondervan, 1996.

Keller, Helen, et al. *The Story of My Life* (Centennial Edition). W. W. Norton & Company, 2003.

Morris, Edmund. *Beethoven*. Eminent Lives Series, HarperCollins, 2005.

Unit 3: Making Connections

Invite students to read the books featured in this unit. Ask them to explore the writers' methods of developing the elements of setting, character, and point of view. Encourage readers to interact with the text by making connections as they read.

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Babbitt, Natalie. *The Search for Delicious*. Farrar, Straus and Giroux, 1969.

Dahl, Roald. *Danny the Champion of the World*. Knopf Books, 2002.

L'Engle, Madeline. *A Wrinkle in Time*. Farrar, Straus and Giroux, 1962.

Unit 4: Exploring Multiple Perspectives

Much of what we know about the sinking of the *Titanic* has been gleaned from eyewitness accounts. Invite students to read more on the topic to gain the perspectives of real people who experienced the great tragedy.

Brewster, Hugh. *882 1/2 Amazing Answers to Your Questions About the Titanic*. Scholastic, 1999.

Gracie, Archibald. *Titanic: A Survivor's Story and the Sinking of the S.S. Titanic*. Academy Chicago Publishers, 1998.

Lord, Walter. *A Night to Remember*. Henry Holt and Company, 2005.

Mowbray, Jay Henry. *Sinking of the Titanic: Eyewitness Accounts*. Dover Publications, 1998.

Winocour, Jack. (Editor) *The Story of the Titanic as Told by Its Survivors*. Dover Publications, 1960.

Unit 5: Focusing on Language and Craft

Readers need repeated exposure to metaphorical language in order to understand how a writer crafts the language for meaning. Invite students to find out more about Jane Yolen at her website <http://www.janeyolen.com/> and encourage them to read her nature poems in the following collections.

Yolen, Jane. *Color Me a Rhyme: Nature Poems for Young People*. Boyds Mills Press, 2004.

---. *Mother Earth/Father Sky*. Boyds Mills Press, 1995.

---. *Wild Wings: Poems for Young People*. Boyds Mills Press, 2002.

To extend students' experiences with poems about sports, sample one or more of these collections:

Adoff, Arnold. *Sports Pages: A Poetry Collection*. Lippincott, 1986.

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Blaustein, Noah (Editor). *Motion: American Sports Poems*. University of Iowa Press, 2001.

Buchwald, Emilie and Ruth Roston (Editors). *This Sporting Life: Poems about Sports and Games*, Milkweed Editions, 1998.

Hopkins, Lee Bennett (Editor). *Opening Days: Sports Poems*. Harcourt Brace and Company, 1996.

Unit 6: Studying an Author

Suggest additional titles by Lois Lowry to help students gain a deeper understanding of the writer's personal experiences and perspective. Then encourage them to "write what you know" stories of their own. Also invite students to visit the author's official website at <http://www.loislowry.com/>.

Lowry, Lois. *Gossamer*. Houghton Mifflin/Walter Lorraine Books, 2006.

---. *Messenger*. Houghton Mifflin/Walter Lorraine Books, 2004.

---. *The Silent Boy*. Houghton Mifflin/Walter Lorraine Books, 2003.

---. *The Willoughbys*. Houghton Mifflin/Walter Lorraine Books, 2008.

Unit 7: Assessing Your Growing Repertoire

Oral stories that have been meticulously preserved and faithfully translated reward contemporary English readers with insight and inspiration about universal truths. Here are several collections for readers who want to investigate and preserve their own "teaching stories."

Abrahams, Roger D. *African Folktales: Traditional Stories of the Black World*. Pantheon Books, 1983.

Bruchac, Joseph. *Code Talker: A Novel About the Navajo Marines of World War Two*. Dial, 2005.

Erdoes, Richard. *American Indian Myths and Legends*. Peter Smith Publisher, 1997.

Forest, Heather. *Wisdom Tales from Around the World*. August House, 1996.

Philip, Neil. *Horse Hooves and Chicken Feet: Mexican Folktales*. Clarion Books, 2003.

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Yolen, Jane. *Favorite Folktales from Around the World*. Pantheon, 1988.

Unit 8: Expanding Your Repertoire

Recommend the following books to readers who want to learn more about the internment of Japanese-Americans on American soil during World War II. Encourage students to keep a reading journal for interacting with the text and making connections as they read.

Bunting, Eve. *So Far From the Sea*. Clarion Books, 1998.

Cooper, Michael L. *Remembering Manzanar: Life in a Japanese Relocation Camp*. Clarion Books, 2002.

Houston, James D., and Jeanne Houston Wakatsuki. *Farewell to Manzanar*. Houghton Mifflin, 2002.

Stanley, Jerry. *I Am an American*. Knopf, 1994.

Unit 9: Interacting with the Text

As they read for information, active readers ask questions and search for answers. This strategy works with all types of text and facilitates research on any topic. In addition to suggesting these titles for more information on ancient Egypt, be sure to connect students to reliable online sources, such as the American Library Association's "Great Web Sites for Kids" <http://www.ala.org/greatsites/> and the Portals to the World Pages at the Library of Congress website: <http://www.loc.gov/rr/international/amed/egypt/egypt.html>

Baker, Rosalie F., and Charles F. Baker. *Ancient Egyptians: People of the Pyramids*. Oxford University Press, USA, 2001.

Bower, Tamara. *How the Amazon Queen Fought the Prince of Egypt*. Atheneum, 2005.

Marston, Elsa. *The Ancient Egyptians*. Benchmark Books, 1996.

Trumble, Kelly. *Cat Mummies*. Clarion Books, 1999.

Woods, Geraldine. *Science in Ancient Egypt*. Franklin Watts, 1998.

Unit 10: Making Connections

Award-winning author Linda Sue Park is the daughter of Korean parents who immigrated to America. Park draws on her family's story to create tales for young readers. Encourage students to make connections between texts and to ask themselves *How does this connection help me understand what I am reading?* Also invite students to visit the author's website at <http://www.lspark.com/>.

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Park, Linda Sue. *The Kite Fighters*. Clarion Books, 2000.

---. *Project Mulberry*. Clarion Books, 2005.

---. *A Single Shard*. Clarion Books, 2001.

---. *When My Name Was Keoko*. Clarion Books, 2002.

Unit 11: Exploring Multiple Perspectives

Students in middle school are keenly interested in helping save the planet. Invite them to form research groups to find out how they can help preserve the ecologies of threatened and endangered species. If possible, coordinate their research to coincide with their studies in other disciplines.

Halpern, Robert R. *Green Planet Rescue: Saving the Earth's Endangered Plants*. Franklin Watts, 1993.

MacKay, Richard. *The Penguin Atlas of Endangered Species: A Worldwide Guide to Plants and Animals*. Penguin, 2002.

Peskin, Perry K. *The Search for Lost Habitats*. Orange Frazer Press, 2007.

Souza, D.M. *Endangered Plants*. Franklin Watts, 2004.

Unit 12: Focusing on Language and Craft

Poems are made for word study. Encourage students to read contemporary poems and then use them as models to write their own. Poetry collections offer a rich reservoir from which students can draw to build their writing vocabularies. Encourage them to bookmark their favorite poems and poets online, and to learn about past and present Poet Laureates at <http://www.loc.gov/poetry/laureate.html/>.

American Poetry & Literacy Project, and Academy of American Poets. *How to eat a Poem*. Dover Publications, 2006.

Aquado, Bill. *Paint Me Like I Am*. HarperTeen, 2003.

Dunning, Stephen. *Reflections on a Gift of Watermelon Pickle*. Scott Foresman & Co., 1966.

Koch, Kenneth. *Talking to the Sun: An Illustrated Anthology of Poems for Young People*. Metropolitan Museum of Art, 1988.

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Rosenberg, Liz (Editor). *The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers*. Henry Holt and Co., 1996.

Thayer, Ernest. *Casey at the Bat*. Kids Can Press, Ltd., 2006.

Unit 13: Studying an Author

Few things in life are as satisfying as finding an author who consistently writes unforgettable adventure stories. Gary Paulsen is one of those writers. Suggest your favorite titles, the ones you know they'll enjoy and recommend. Also, encourage students to learn more about Paulsen, his real-life adventures, and his craft at

<http://www.randomhouse.com/features/garypaulsen/about.html/>.

Paulsen, Gary. *Dancing Carl*. Peter Smith Pub Inc, 2001.

---. *Dogsong*. Atheneum/Richard Jackson Books, 2000.

---. *Hatchet*. Atheneum/Richard Jackson Books, 2000.

---. *The River*. Delacorte Books for Young Readers, 1991.

---. *The Winter Room*. Scholastic, 1989.

---. *Woodson*. Simon and Schuster, 1990.

Unit 14: Assessing Your Repertoire

Using proven critical-reading strategies helps students become engaged readers. Active readers exchange ideas, experiment with language, and often model the writing of authors who inspire them. Invite students to focus on their favorite author's ideas, organization, and voice. Then encourage them to reflect on how these essential traits of writing make the work memorable or profound.

Carlson, Lori Marie. *Cool Salsa: Bilingual Poems on Growing Up Hispanic in the United States*. Henry Holt and Co., 1994.

Cisneros, Sandra. *The House on Mango Street*. Knopf, 1994.

Cofer, J. *Riding Low Through the Streets of Gold: Latino Literature for Young Adults*. Arte Publico Press, 2003.

Doak, Robin. *Struggling to Become American, 1899-1940*. Chelsea House Publications, 2006.

Soto, Gary. *Baseball in April and Other Stories*. Harcourt Children's Books, 2000.

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