



45th Parallel Press Curriculum Guide by Dr. Virginia Loh-Hagan

About the Curriculum Designer:

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Using the Educative Back Matter:

Each title in the 45th Parallel Press imprint has a combination of the following educative learning opportunities. Teachers can use these as prompts for discussion and/or writing. Below is a chart of the tasks along with suggestions for activities:

Prompt/Task	What is it?	What can teachers do with it?
Take A Position!	These prompts encourage students to think about forming arguments. They're encouraged to support their point with reasons and evidence.	<ul style="list-style-type: none">-Have students write argument paragraphs.-Use as prompts for inquiry-based class discussions.
Say What?	These prompts encourage students to think about forming explanations.	<ul style="list-style-type: none">-Have students write explanatory paragraphs.-Use in conjunction with lessons about informational texts.-Use as prompts to have students summarize their learning (e.g. exit slips).
Think About It!	These prompts encourage students to critically think about what they just read. They also help students make personal connections. Building on students' prior learning	<ul style="list-style-type: none">-Have students maintain a reading reflection journal and write paragraphs using these prompts.-Have students pair-share and discuss their responses to the prompts.

	enhances comprehension.	
See A Different Side!	These prompts encourage students to consider different perspectives of the topic being addressed in the text. These prompts encourage critical thinking.	<ul style="list-style-type: none"> -Have students write persuasive paragraphs arguing their perspective. -Have students create a T-chart marking “pros” and “cons.”
Learn More: Books and Resources	These resources include primary sources, secondary sources, and/or website links. These encourage students to read more about the topic.	<ul style="list-style-type: none"> -Have students explore other titles about the same topic. -Have students compare/contrast information they learned. Ask them, “What more did you learn? What contradicting information did you discover? How can you reconcile the differences?”
D.I.Y. Example	This task provides students with an example for the D.I.Y. topics.	<ul style="list-style-type: none"> -Use this in conjunction with lessons about procedural texts. -Have students try the example. -Have students use this as a mentor text and create their own example.

Students can also be encouraged to independently review the back matter to spark their own thinking. Encourage them to reread the books in order to support their thinking. Push them to use textual evidence.

Using the Chapter Guiding Questions:

Most of the 45th Parallel Press books have guiding questions before each chapter. The purpose of these guiding questions is to set the purpose for reading. They prompt students to read with a purpose, which is to figure out the answers to the questions. Tell students to read the guiding questions before each chapter. Tell them to use a post-it note to mark where they find the answers in the text. Tell them to refer back to the questions after they read each question and see if they can answer the questions. Make sure that use evidence to support their thinking. Also, encourage them to re-read the text if they can't answer the guiding questions.

Encouraging Students to be “Fun Fact Detectives”:

Most of the 45th Parallel Press books have a “Did You Know...” section and sidebars. These sidebars include but are not limited to: *Spotlight Biography*, *When Odd is Too Odd*, *Explained by Science*, *Real-World Connections*, etc. They all have one thing in common: They’re fun facts!! Encourage students to be “Fun Fact Detectives!” Have them find their own fun facts about the topic. Have them write a paragraph about their fun facts in no more than 100 words; they can use the text as mentor texts/models for writing. Make sure they use reputable sources and can find several sources that support their fun facts.

Learning New Vocabulary:

All the 45th Parallel Press books use content vocabulary words related to the topic. Most of these words are challenging. However, the text is considerate in that the vocabulary words are used in context, defined/explained in the text, and defined in a glossary. Have students create a cluster map of vocabulary words related to the topic. Have them group words by parts of speech. Have them draw visuals next to each word to remind them of the definition. Then, ask students, “Which word is the most significant in learning about this topic?” Have students complete a graphic organizer (based on the Frayer model) for the most significant word. For example, students can complete this chart:

Definition:	Visual:
Examples:	Non-Examples:

Teachers can change the topics of the boxes by adding variations such as: Use word in a sentence, Synonyms, Antonyms, Word Forms, Related Words, etc.

Building Writing Skills:

The 45th Parallel Press books are designed to meet the reading needs of older struggling readers. As such, the books are written with considerate and controlled vocabulary, short sentences, and explicit text structures. Challenge students to rewrite a passage from the book. Encourage them to combine sentences and to add figurative language/literary devices.

Building Comprehension - Exit Slip:

After students read a 45th Parallel Press book, have students complete an exit slip using this sentence frame: “I used to think _____. But, now I know _____.”

Here’s a model from the *Dragons* book from the “Magic, Myth, and Mystery” series: “I used to think all dragons can fly. But, now I know only western dragons fly. Eastern dragons don’t have wings.”

(Option: Have students post all of their exit slips about the same book on the door. They can read all the comments from their classmates and confirm their learning.)