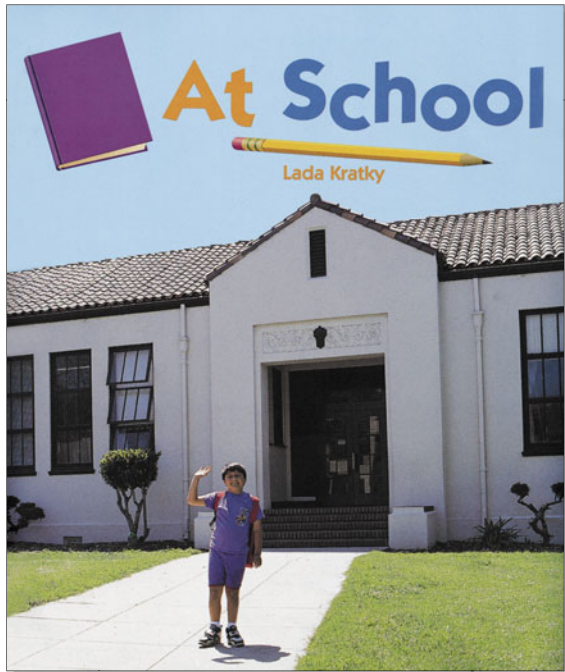


At School



This label book with single-focus photos and 2–3 words per page facilitates an easy match between the words children say and the words they see. The topic is people and things children find at school. *8 pages, 12 words*

Leveling Systems
Avenues: ● Beginning
DRA: A
Fountas and Pinnell: A
Lexile: BR

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Places and People: friend school teacher</p> <p>School Objects: book pencil scissors</p>	<p>Spotlight STRATEGY</p> <p>Letters and Words</p>	<p>School Store: Role-Play</p> <p>School Book: Details Display</p>	<p>Identify Details (PDF)</p>

Build Background

What Is Missing? Display and name school objects with children. Then ask children to close their eyes. Take away one of the items and have children open their eyes. Ask: **What is missing?** Children can name the item or pantomime using it. Model answers for children if they pantomime: **That's right. The scissors are missing. We cut with scissors.** The child who guesses correctly can take away the next item while the rest of the group guesses.

Materials

- school objects, such as pencils, scissors, and books

Build Vocabulary

Hooray for School Use *At School* to show children pictures of the teacher on page 5, the friends on pages 6 and 7, and the school on page 8. Point to the pictures and say each word. Invite children to echo. Then ask children to draw a picture that includes their school, their teacher, and a friend. Point to one child's drawing as you model this chant several times:

This is my school. Hip-hip-hooray.

This is my teacher. Hip-hip-hooray.

This is my friend. We like to play!

Invite volunteers to hold up their drawings and recite the chant as you clap along.

I Spy Display and name a pencil, scissors, and a book and ask children to echo. Then play I Spy. Pantomime cutting as you say: **I spy something to cut with. What is it?** Have children point to the object and name it. If children cannot name the object, name it for them to echo. Continue pantomiming the actions as you say: **I spy something to write with. What is it? I spy something to read. What is it?**

Key Vocabulary

friend
school
teacher

Key Vocabulary

book
pencil
scissors

1 Preview the Book

Cover, Title Page This book is about **school**. Look at the boy. This is his school. *Turn to the title page.* These are pictures of children in the boy's class.

Page 2 *Hold up a pencil and point to yourself.* This is my **pencil**. I write with a pencil.

Page 3 *Pantomime cutting.* I can cut with **scissors**. *Read the words and track the print on page 3. Frame the word my. My is a word. Point to each letter in the word my. A word is made of letters. There are two letters in this word. Put your finger on the space between the words. There is always a space between words. The space tells you where my ends and scissors begins.*

Pages 4–5 *Turn the pages of the book, pretending to read.* I can read my **book**. *Show me your book. Point to the teacher on page 5. This is a teacher. Point to yourself. I am a teacher, too. Let's read page 5 together. Point to the word my. How many letters are in my? Point to where my ends. Show me another word on this page. Yes, teacher is a word. Show me where teacher begins. Show me where teacher ends.*

Pages 6–7 Here are children. These boys and girls are **friends**. Friends are people who are special to us.

Page 8 Here is the boy again. Where is he? (at school) You go to school, too. Who do you see at school? (friends, teacher) What do you use at school? (scissors, pencil, book)



2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Letters and Words** If children read without separating the words, encourage them to frame each word with their fingers.

3 Respond to the Book

School Store Set up a “school store” with real classroom items. Role-play shopping for school supplies with a volunteer.

Customer: I need a (book), please.

Clerk: Here is a (book). (*give item to customer*)

Customer: Thank you! Here is my money. (*give money to clerk*)

Clerk: Thank you!

Customer: You are welcome.

School Book Display a Details Web. Write *School* in the center circle. Ask children: **What do we use at school?** Draw and label items from *At School* in each outer circle. Fill in the remaining circles with more school objects children know and suggest.

Then have children use the web to make pages for a book about school. Have each child draw and color one or two school items and label them. For example, they can label a crayon: *crayon* or *my crayon*. Bind the pages and put the book in a reading corner or a class library.

As children use new school tools throughout the year, encourage them to create new pages and add them to the book.

Materials

- classroom items
- play money

Materials

- drawing paper
- art supplies
- Details Web from *Picture It! Big Book*, page 5

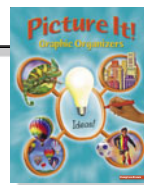
Answers will vary. Sample response:

Details Web

At School

Use only a black dry-erase marker.


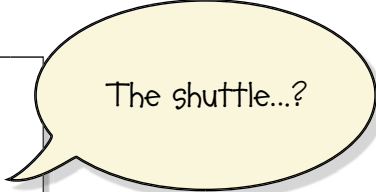

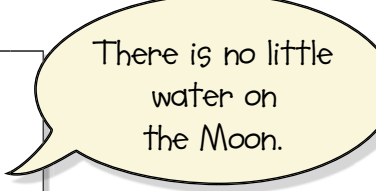
5



Picture It! Big Book, page 5

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.