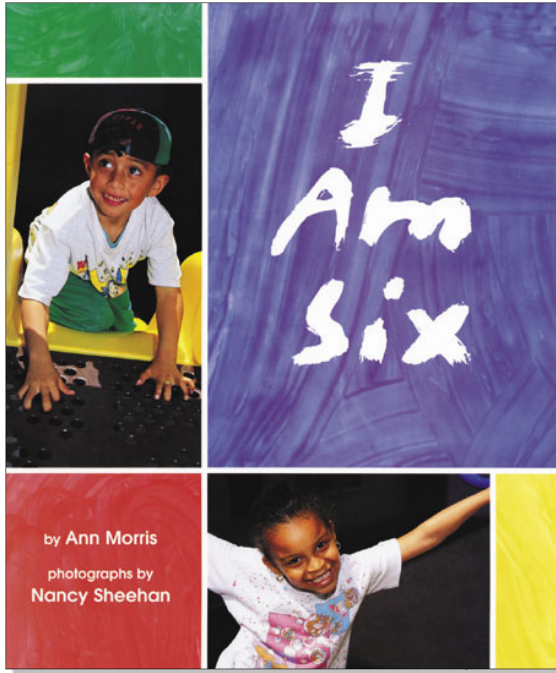


I Am Six



Children will have fun making personal connections to the familiar school activities in this photo essay. A strong photo-text correspondence and repeated words make this book good for word recognition and fluency practice. *32 pages, 75 words*

Leveling Systems


Avenues: ●● More Fluent Readers

DRA: 3

Fountas and Pinnell: B

Lexile: BR

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>School Words: class friend school teacher</p> <p>Actions: count paint play read sing talk write</p>	 <p>Use Visuals</p>	<p>Classroom Tour: Oral Presentation</p> <p>School Time: School Activities Book</p>

Build Background

Get Together Share the song “The More We Get Together” with children. Invite children to hold hands and skip around in a circle as they sing. Create innovations by substituting *get* with other actions that can be done together: play, sing, jump, read, etc. Children can accompany their innovations with gestures and movement.

The more we get together, together, together,
 The more we get together, the happier we'll be.
 For your friends are my friends,
 And my friends are your friends.
 The more we get together, the happier we'll be.

Build Vocabulary

School Interview Use your students, class, and school to teach the school words. Then model an interview with a volunteer:

- Q:** What is the name of your school?
A: The name of my school is North School.
Q: Who is your teacher?
A: My teacher is Ms. Dawson.
Q: Who is in your class?
A: My friends, Amy and Marta, are in my class.

Invite partners to conduct interviews.

Simon Says Use pantomime or the photos in *I Am Six* to present the action words. Then play Simon Says. Children pantomime each action as you direct them:

- Simon says, read!** (*open a book*)
Simon says, write your name! (*act out writing*)
Simon says, play! (*jump up*)

Substitute other actions such as *count*, *paint*, *sing*, and *talk*.

Key Vocabulary

class
 friend
 school
 teacher

Key Vocabulary

count
 paint
 play
 read
 sing
 talk
 write

1 Preview the Book

Cover, Title Page This book is about children and what they do at school. *Point to the title page.* What does this picture tell you these children do? (They finger paint.)

Pages 5–9 These children are all six years old. How old are you?

Pages 10–12 Here is the **class** where the children learn. Here is the **teacher**. She is a teacher, like I am. Let's turn the page. This is the **school**. Who do you see?

Pages 13–15 *Point to the animals.* The class has a snake, a hamster, and a mouse. What animals do we have?

Pages 16–17 Good readers use pictures to help them understand words they don't know. I see the word *read*. The pictures show children looking at books. What do we do when we look at books? *Run your finger under the sentence.* We **read**.

Page 18 On this page, the children **write**. What can I do if I don't know the word *write*? I can look at the pictures. What do the children have? (paper and markers) Now do you know what *write* means?

Pages 19–23 *Point to, say, and pantomime* **count**, **sing**, **paint**, and **play**. Do you do these things at school?

Pages 24–26 The children walk. They **talk**. I am talking now. They wiggle and giggle. Let's wiggle and giggle.

Pages 27–29 The girls on page 27 are **friends**. Friends like each other. Let's turn the page. Now the class is at the zoo. They see animals, like this sheep.

Pages 30–31 *Point to the picture on page 31.* What do the children do? (play, sit, climb, laugh)

Page 32 These two people made this book. What if they made a book about our class? What can they write about?



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: Use Visuals** Children may experience comprehension breakdowns when the topic changes (pages 10, 13, 17, 29). Remind these children to use visuals to help them understand what they are reading. Reiterate that in this book the pictures match the words.

3 Respond to the Book

Classroom Tour Model giving a tour of your classroom, pointing out places and things. Talk about special activities:

- ▶ Here is my classroom. This is where we write.
These are the pencils. This is where we read. I like this book. This is our class fish. We call our fish Frankie. This is where we paint pictures.
It is my favorite place.

Have partners show their favorite places, things, and activities on a classroom tour.

School Time Record details from *I Am Six* in a Details Web. Write *Activities at School* in the center circle. Prompt children by asking: **What do these children do at school?** Fill in the web with children's responses.

Then have children complete a web about their own activities. They can use it as a reference to make a book about their own school activities. Bind the pages and display it in the reading corner or class library.

Materials

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

Answers will vary. Sample response:

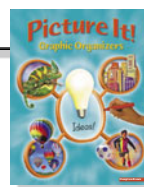
Details Web

I Am Six

```
graph TD; A((Activities at School)) --- B((read)); A --- C((write)); A --- D((count)); A --- E((sing)); A --- F((paint)); A --- G((play)); A --- H((walk));
```

Use only a black dry-erase marker.

5



Picture It! Big Book, page 5

from I Am Six

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
7	I am six.		
8	We are six.		
9	We are all six.		
10	Here is our class.		
11	Here is our teacher.		
12	Here is our school.		
13	Our snake,		
14	our hamster,		
15	our mouse, all live at school.		
17	We read.		
18	We write.		
19	We count.		
20	We sing.		
21	We paint.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(42 words - _____) ÷ 42 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<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.
<p>The shuttle orbits the Earth.</p>	<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.
<p>No one has been to Mars.</p>	<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.
<p>There is no liquid water on the Moon.</p>	<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.