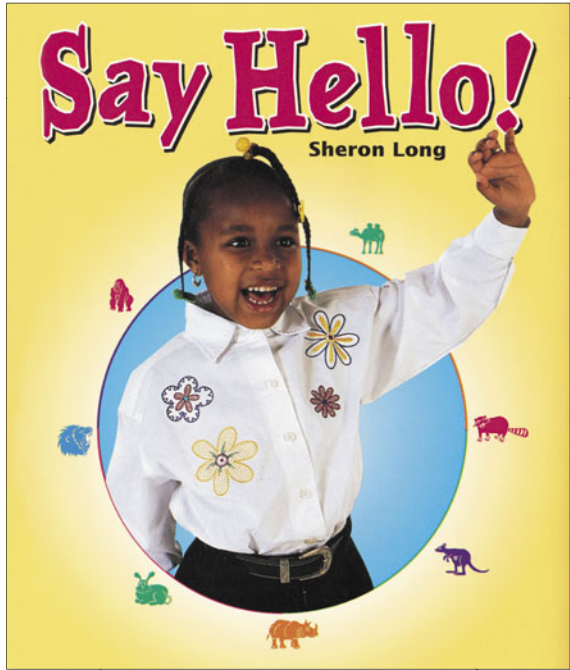


Say Hello!



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

This humorous label book with single-focus pictures and 2–3 words per page provides good visual support and facilitates an easy match between the words children say and the words they see.
8 pages, 15 words

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>Animals: bear crocodile duck giraffe parrot turtle</p>	<p style="text-align: center;">Spotlight STRATEGY</p> <p style="text-align: center;">Identify Sentences</p>	<p>What's Behind the Window?: Animal Drawings</p> <p>Animal Humor: Comic Strips</p>

Build Background

Animal Characteristics Present a picture of your favorite animal. Model naming and describing the animal and its characteristics: **This is a bear. It is brown. It has four legs. It is big.**

Ask children to draw pictures of their favorite animals and post their drawings next to the animal names in the chart. Help them describe each animal by modeling simple sentences they can echo. Write headings, such as *big*, *little*, *fur*, *tail*, and so on. Invite children to tell you which characteristics their animals have. Mark the chart or have children mark it with Xs.

Our Favorite Animals	Big	Little	Fur	Tail
dog		X	X	X
alligator	X			X
fish		X		X

Build Vocabulary

Guessing Game Point to the animals in the book and say the names. Pantomime each animal's movements or make the animal's sound. For example, move your body in a slow crawling motion as you act out *turtle*. Quack like a duck or growl like a bear. Then, encourage volunteers to take turns pantomiming or making animal sounds, while others guess the animal.

Key Vocabulary

bear
crocodile
duck
giraffe
parrot
turtle

1 Preview the Book

Cover, Title Page *Point to the cover picture.* The girl is waving. *Invite children to wave.* People wave when they say hello. This story is about a girl who says hello to animals. *Point to the title page.* She is waving at a monkey.

Page 2 The girl says, “hello” to the **turtle**. Turtles can be big. Turtles can be small. Have you seen a turtle? *Point to the comma.* This is a comma. A comma tells the reader when to pause, or stop for a second. *Model reading the sentence with and without the comma.* Can you hear the difference when I read?

Page 3 Now she is waving at a **giraffe**. A giraffe has a long neck. It has very long legs.

Page 4 This is a **crocodile**. A crocodile has a big mouth and a lot of teeth. Would you like to have a crocodile as a pet?

Page 5 The girl is waving to a big brown **bear**. *Read aloud the sentence as you track the print.* This group of words is called a sentence. *Have children repeat the word sentence.* *Point to the H in hello, and then to the period.* The capital letter *H* shows us where the sentence starts. The period shows us where the sentence stops. How many words are in this sentence? Let’s count them. (two)

Pages 6–7 The girl says, “hello” to the **duck**. A duck says *quack, quack.* *Read the sentence on page 6.* Show me where the sentence starts. Show me where the sentence stops. *Invite children to count the number of words in the sentence.* Look at the next page. This is a **parrot**. A parrot is a special bird. It can talk! What do you think it will say to the girl?

Page 8 The parrot says, “Hello, little girl!” The girl is surprised. *Point to the exclamation mark.* This is an exclamation mark. Exclamation marks show excitement. Let’s read the sentence again to show excitement!



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: Identify Sentences** Remind children to identify sentences by looking for capital letters and end marks that show where sentences begin and end.

3 Respond to the Book

What's Behind the Window? Model making a window card. Fold a blank piece of paper in half and cut a small square out of the folded side. Open the paper to reveal a "window." Hold the window over an animal body part in a picture from the book. Ask children to guess which animal is behind the window before you reveal the whole picture.

Invite children to make window cards and glue or tape magazine pictures or their own drawings of animals on the cards. Then have children share their window cards and guess what's behind someone else's window.

Animal Humor Use a T Chart to explore animals and their characteristics. Then invite the group to work together to create an animal comic strip. Explore ideas with children before they begin, such as what would happen if a giraffe said *quack*. Then have children tell you about their comic strip.

Materials

- paper, 1 sheet per child
- magazine pictures of animals
- art supplies

Materials

- paper
- art supplies
- T Chart from **Picture It! Big Book**, page 20

Answers will vary. Sample response:

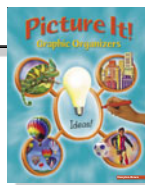
T Chart

Say Hello!

Animal Names	About the Animals
turtle	can be big or small
giraffe	is tall
crocodile	has a lot of teeth
bear	is big and brown
duck	says quack
parrot	talks

20

Use only a black dry-erase marker.



Picture It! Big Book, page 20

Say Hello!

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Hello, turtle.		
3	Hello, giraffe.		
4	Hello, crocodile.		
5	Hello, bear.		
6	Hello, duck.		
7	Hello, parrot.		
8	Hello, little girl!		
		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

$$(15 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 15 \text{ words} = \text{_____}\%$$

Determine Instructional Needs

<p>If Accuracy Rate Is —→</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% <input type="checkbox"/> between 90–94% <input type="checkbox"/> 95–100% 	<p>Then Have Student</p> <ul style="list-style-type: none"> read a lower-level text continue at this level 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
The rocket is going very fast.	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</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> <p>"Freezes" when faced with an unfamiliar or long word</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> <p>Substitutes an incorrect word that makes sense</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> <p>Substitutes an incorrect word that does not make sense</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.