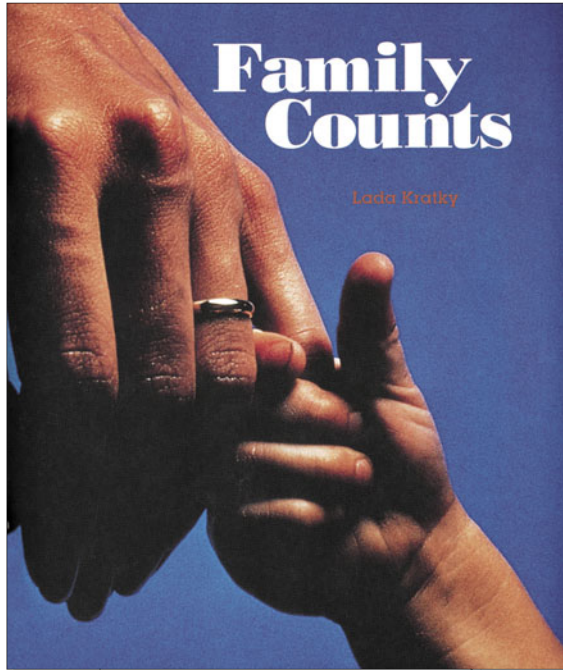


# Family Counts




**T**his simple nonfiction photo essay introduces numbers and different kinds of families. Strong visuals allow children to match pictures to text, while patterned text provides opportunities for children to anticipate language.

*8 pages, 19 words*

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

## In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p><b>Numbers:</b>                      two                      three                      four                      five                      ten</p>		<p><b>Family Sizes:</b>                      Family Pictures with Captions</p> <p><b>Family Tally:</b>                      Counting Activity</p>

# Build Background

**How Many People?** Draw a picture or show a photograph of your family and identify each family member. Then have children count the people in the picture with you. Display the numbers 1–10. Place your picture under the number that shows how many people are in your family. Model a simple sentence: **There are four people in my family.**

Next, ask children to draw pictures of their families. When they are finished, invite them to stand under the number that shows how many people are in their picture. Model a question and answer for partners to practice: **How many people are in your family? There are two people in my family.** After partners practice, have them tell you about their partner's family: *Misha has four people in his family.*

### Materials

- drawing paper
- art supplies
- 10 index cards

# Build Vocabulary

**Action Count** Model familiar actions such as *hop, jump, turn around, raise your hand, and clap*. Display three blocks and count out loud: **One, two, three**. Encourage children to echo.

Then give a command to do an action three times as you have just modeled. For example, say: **Hop three times**. Then count as you hop: **One, two, three**. Invite children to hop with you. Continue the activity by choosing volunteers to show one to ten blocks and give commands with each number.

### Key Vocabulary

two  
three  
four  
five  
ten

# 1 Preview the Book

**Cover, Title Page** What is on the cover? (two hands: an adult's and a child's) Count the hands with me. *Show the title page.* Who do you see? (a mother and son) This book is about different families.

**Page 2** Here is a boy and his mother. Some families have **two** people. Count them with me: one, two. *Invite children to hold up one, and then two fingers as you read.*

**Page 3** *Point to each person and count:* One, two, **three** Some families have three people. I see a father, a son, and a daughter. How many people do you think are in the family on the next page?

**Page 4** Some families have **four** people. Count them with me. Let's look at the words and letters. When letters are together like this, without spaces, they are words. A space comes between two words. *Put your finger on the spaces between the words.* These spaces show where one word ends and the next word begins.

**Page 5** Here's another family. Let's count the family members. This family has **five** people. Point to each person and count with me: one, two, three, four, five.

**Pages 6–7** This is a big family. There are **ten** people in this family. *Point to each word on page 7.* There are three words here. *Point to the word We.* Where does this word end? *Point to the word are.* Where does this word begin? Where does it end? *Guide children to point to the spaces between words.*

**Page 8** These pictures show all the families in this book. *Invite volunteers to count the people in each picture.*



## 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: Word Boundaries** If children have difficulty with word boundaries, remind them that the spaces between words tell where one word ends and another begins. To demonstrate, have them put their finger on each space in a sentence, or frame a word with their fingers.

## 3 Respond to the Book

**Family Sizes** Display a Main-Idea Diagram and write the main idea: *Families can be big or small.* Provide a cloze sentence for children to complete with number words for each detail: *Some families have \_\_\_\_\_ people.* Children can look at each page in *Family Counts* and help complete the diagram.

Then have children draw a picture of their family. Provide a cloze sentence for them to copy and insert the number word: *My family has \_\_\_\_\_ people.* Children can post their drawings on a bulletin board or in an *Our Families Count* book.

**Family Tally** Invite children to share their family pictures and help them count and total how many children have two family members, how many have three, how many have four, and so on. Tally the information in a chart or a simple bar graph and describe the results, for example: **Two children have four people in their families. Three children have three people.**

### Materials

- paper
- art supplies
- Main-Idea Diagram from *Picture It! Big Book*, page 10

Answers will vary. Sample response:

# Main-Idea Diagram

Family Counts

**Main Idea:** Families can be big or small.

**Detail:** Some families have two people.

**Detail:** Some families have three people.

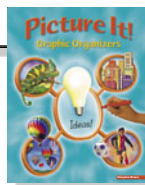
**Detail:** Some families have four people.

**Detail:** Some families have five people.

**Detail:** Some families have ten people.

10

Use only a black dry-erase marker.



Picture It! Big Book, page 10

# Family Counts

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	We are two.		
3	We are three.		
4	We are four.		
5	We are five.		
7	We are ten.		
8	We are all families!		
		<b>Total</b>	<b>Total</b>

**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**

( 19 words - \_\_\_\_\_ ) ÷ 19 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> —→ <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></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.	The rocket is gro... going very fast.	<ul style="list-style-type: none"><li>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.</li></ul>
	<b>Hesitates or self-corrects after a miscue</b>	
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none"><li>Prompt student to find clues in pictures and/or surrounding context.</li><li>Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>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.</li><li>Have student skip the word and read on.</li></ul>
	<b>"Freezes" when faced with an unfamiliar or long word</b>	
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none"><li>Ignore if the miscue does not affect comprehension.</li><li>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.</li></ul>
	<b>Substitutes an incorrect word that makes sense</b>	
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none"><li>Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>
	<b>Substitutes an incorrect word that does not make sense</b>	

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