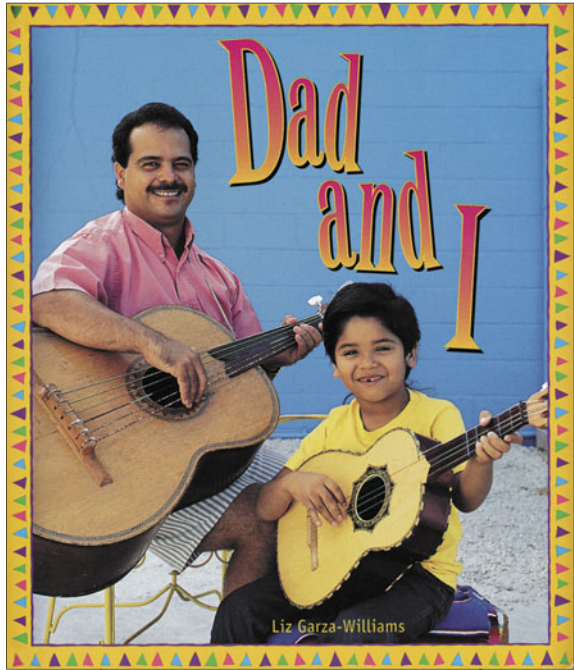


Dad and I



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 3

Fountas and Pinnell: C

Lexile: BR

A boy and his dad get dressed for a special performance in this photo essay. The alternating pattern challenges children to deal with a greater variety of subjects and verbs. The story ends with the father and son dressed up and ready to make music! *8 pages, 59 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Clothing: boots hat jacket pants shirt</p>	 <p>Personal Experience</p>	<p>What I Wear: Clothing Book</p> <p>One Shoe at a Time: Comparisons</p>	<p>Identify Sequence (PDF)</p>

Build Background

Family Art Gallery Encourage children to think about a unique or special activity they do with someone in their family. List their ideas.

Family Activities

Rena—go to zoo

Van—ride bikes

Sofi—make dolls

Materials

- drawing paper
- art supplies

Ask them to draw a picture that shows the activity. As children draw their pictures, create your own simple drawing of an activity you enjoy doing with a family member. Then describe your picture: **This is my dad. I build birdhouses with my dad.** Display the pictures in a family picture gallery so children can refer to them as they read.

Build Vocabulary

Get Dressed! Name and display a pair of pants, a shirt, a pair of boots, a jacket, and a hat. Play a dressing game. Clothing should be large so that it fits over children's clothing. Give a command, or have a volunteer give a command: **Diego, put on a hat. Marta, put on a shirt.** After the child has put on an item, help him or her say: *I put on my _____.*

Key Vocabulary

boots
hat
jacket
pants
shirt

1 Preview the Book

Cover, Title Page This photo essay shows how a dad and his son get dressed for a special day. *Show the title page.* Which instruments do you know? (guitars, trumpet, violin)

Page 2 Dad puts on his **pants**. The boy puts on his pants. *Point to your pants or a child's pants.* We wear pants on our legs. Show me your pants.

Page 3 Dad and the boy are putting on **shirts**. *Point to your shirt or a child's shirt.* Show me a shirt. Are Dad and the boy wearing clothes that look the same or different? (same)

Page 4 Good readers think about what they already know. They see what happens in the story and ask, "Do I ever do this?" or "Does this ever happen to me?" I see Dad and the boy putting on special clothing. They wear special **boots** on their feet and special shirts and pants. Sometimes, I wear special clothing, too. *Tell children about clothing you wear or have worn for a special occasion, such as a uniform or a wedding dress.*

Page 5 Dad and the boy put on **jackets** over their shirts. When do you wear a jacket? What do you think they will put on next?

Pages 6–7 Dad puts a big **hat** on his head. The boy puts a smaller hat on his head. *Have children tell about hats that they have. Invite them to tell why they wear a hat. Do they wear a hat for a special occasion, or for fun? Does your hat look like the hat that Dad or the boy is wearing?*

Page 8 Now I know why the boy and his dad wear special clothes. They play music. What kind of music do you think they play? (mariachi music) What kind of music do you listen to?



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: Personal Experience** Children may be unfamiliar with the special clothing items in *Dad and I*. Remind these children to use their personal experiences with special groups and clothing to help them understand why the father and son wear matching outfits in the story.

3 Respond to the Book

What I Wear Help children create a clothing book. On each page, have them draw or cut and paste individual clothing items. Help them label each picture with a simple caption, such as *I put on my (shirt)*.

On the cover, they might show themselves wearing all the clothing in the book. Encourage children to share their books with partners, and then display them in the class reading corner or library.

One Shoe at a Time Have children show you or tell you the order of events in the book. Record their responses in a Sequence Chain.

After the chain is complete, use it to compare how the story characters put on their clothes to how children put on their clothes. Ask: **How do you put on your clothes?** Model sentences with sequence words, such as **First I put on my pants. Next, I put on my shirt.**

Materials

- drawing paper
- construction paper, or fabric swatches for clothing items (optional)
- art supplies

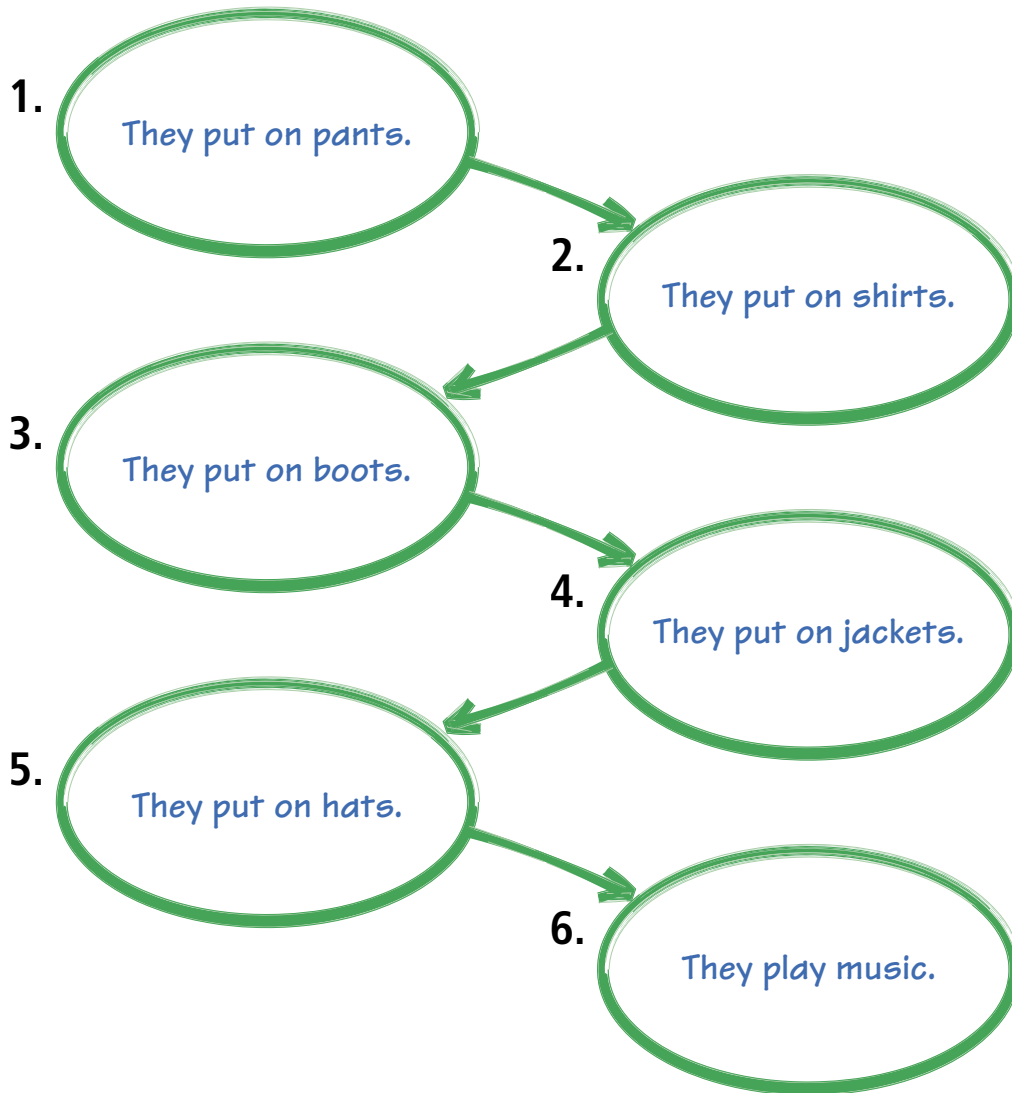
Materials

- Sequence Chain from *Picture It! Big Book*, page 13

Answers will vary. Sample response:

Sequence Chain

Dad and I



Use only a black dry-erase marker.

13



Picture It! Big Book, page 13

Dad and I

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Dad puts on his pants. I put on my pants.		
3	Dad puts on his shirt. I put on my shirt.		
4	Dad puts on his boots. I put on my boots.		
5	Dad puts on his jacket. I put on my jacket.		
6	Dad puts on his hat. I put on my hat.		
8	Dad makes music, and so do I!		
		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

$(57 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 57 \text{ words} = \text{ ______ } \%$

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
The rocket is going very fast.	The rocket is gro... going very fast.	<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.	The shuttle...?	<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.	Nobody has been to Mars.	<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.	There is no little water on the Moon.	<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.