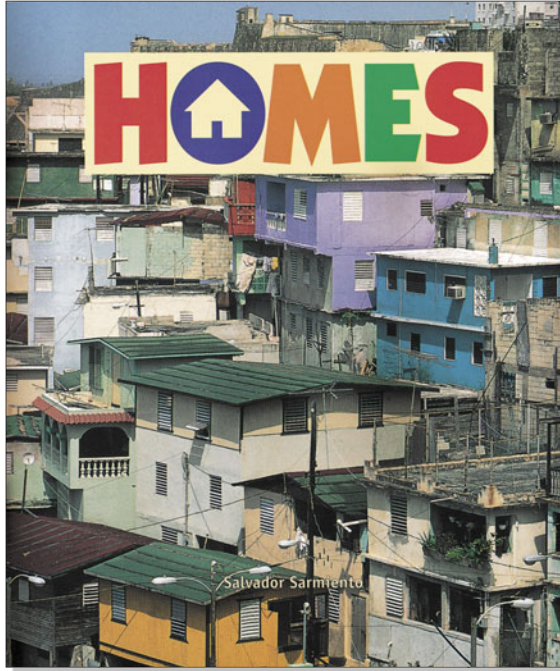


Homes



Leveling Systems
Avenues: ● Beginning
DRA: NF16
Fountas and Pinnell: D
Lexile: BR

This nonfiction book shows that homes are everywhere! Visuals such as photos and graphic frames enhance the 1–2 lines per page of patterned text. Children can make personal connections as they read about how people live all over the world.

8 pages, 42 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Geography Words:</p> <ul style="list-style-type: none"> city country desert mountains sea street water 	<p style="text-align: center;">Spotlight STRATEGY</p> <p style="text-align: center;">Directionality</p>	<p>Add a Page: Draw and Label Homes</p> <p>City or Country: Oral Description</p>	<p>Relate Main Idea and Details (PDF)</p>

Build Background

Home Collage Provide magazine pictures of homes in different surroundings (in the desert, by the ocean, in the city, in the country) for children to sort by surrounding. After children have sorted the places, have them create a collage that shows the home pictures divided into categories by their surroundings. Encourage them to describe the pictures. Model sentences for children to echo: **This home is by the ocean.**

Materials

- magazine pictures of homes

Build Vocabulary

Chant It! Post and teach the following chant. Draw a simple picture clue above each Key Vocabulary word. Then recite it several times with children:

I live in the mountains way up high.

Point up.

They live in the desert where it is hot and dry.

Fan yourself.

He lives in the country, quiet as can be.

Put finger to lips and say, "Shh!"

She lives near the water, by the clear, blue sea.

Make a wave motion with your hand.

We live in the city on a long, loud street. *Beep! Beep!*

Make a car honking motion.

After children have memorized and performed the chant several times, point to each key word and have children say it. Ask them to use the vocabulary to talk about where they live. Model simple sentences: **I live in the (city).**

Key Vocabulary

city
country
desert
mountains
sea
street
water

1 Preview the Book

Cover, Title Page Look at all of these homes. This book shows you different homes all over the world. *Point to the title page.* Have you ever seen a home like this?

Page 2 This home is in the **country**. There are no other homes around it.

Page 3 These homes are in the **city**. Many people live in the city. The buildings are very close together. *Slowly read aloud the two lines of text. Use your finger to track the print from left to right. We read words from left to right. Read and track the words on the first line again and demonstrate the return sweep. After we read a line, we go back to the left side of the page to read the next line. Run your finger down the lines of text. We read from the top to the bottom of the page.*

Pages 4–5 Let's point to the words and sentences as I read them. *Read aloud the sentences on both pages as children track the print. Point to the mountains.* These homes are in the **mountains**. *Point to the sea.* These homes are by the **sea**, or the ocean.

Page 6 This home is in the **desert**. It doesn't rain very much in the desert. What do you think it feels like to live in the desert?

Page 7 *Point to the houses on stilts.* These homes are on the **water**. People use the boats to go from place to place. Would you like to live in a home on the water? Why or why not?

Page 8 This boy lives on a **street**. A street is a road with homes on it. Are there a lot of homes on your street?



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: Directionality** Children may experience difficulty knowing which direction to read. Remind them to track the print with their finger as they read. Check that they are using the return sweep technique correctly: reading from left to right and top to bottom.

3 Respond to the Book

Add a Page Tell children that they are going to add a page to the book. Have them draw a picture of their home and its surroundings. Provide this sentence frame and help them complete it to caption their drawing: *There are homes (in) the _____ like my home.* Collect children's pages and display them as additional pages for *Homes*.

City or Country Write *Places* in the center circle of a Details Web. Help children fill in the web with different places from the book. Model a few sentences, telling why you would like to live in one of the places: **I want to live in the country. It is quiet. There are trees.** Then invite children to use the web to tell where they would like to live and why.

Materials

- drawing paper
- art supplies

Materials

- Details Web from *Picture It! Big Book*, page 5

Answers will vary. Sample response:

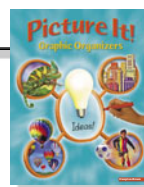
Details Web

Homes

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graph TD; Places((Places)) --- Country((country)); Places --- City((city)); Places --- Mountains((mountains)); Places --- Sea((sea)); Places --- Desert((desert)); Places --- Water((water)); Country --- Street((street));
```

Use only a black dry-erase marker.

5



Picture It! Big Book, page 5

Homes

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	There are homes in the country.		
3	There are homes in the city.		
4	There are homes in the mountains.		
5	There are homes by the sea.		
6	There are homes in the desert.		
7	There are homes on the water.		
8	There are homes on my street!		
		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

$$(42 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 42 \text{ words} = \text{_____} \%$$

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