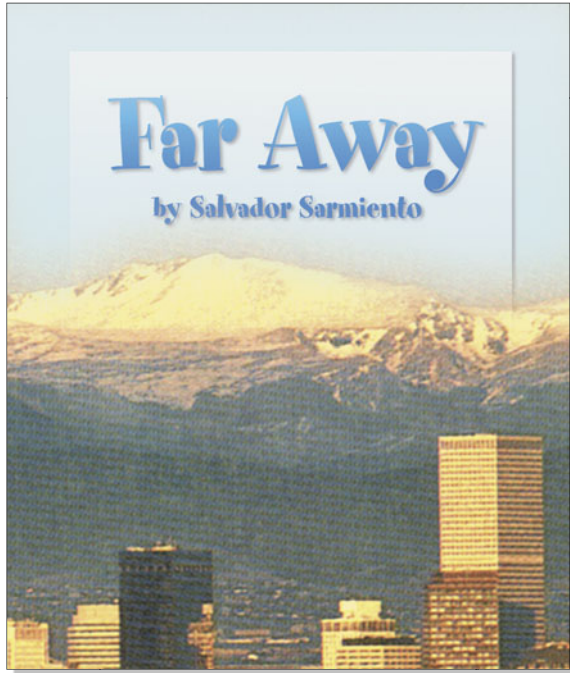


Far Away




Leveling Systems
Avenues: ● Beginning
DRA: 2
Fountas and Pinnell: B
Lexile: BR

Visuals such as graphic windows and photos in this book help children understand the concept of close and far away. Patterned and repetitive text will help children anticipate language and practice fluency.

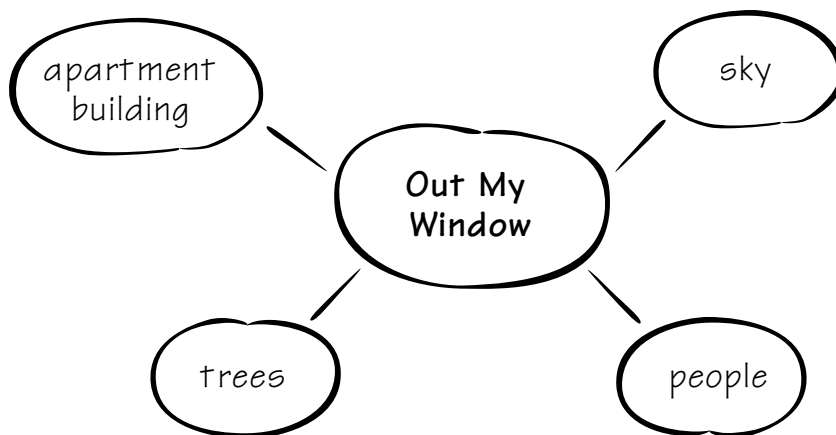
8 pages, 32 words

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>Environment: building city close cloud far away moon mountain</p>		<p>Close to Me: Add a Page</p> <p>Close and Far Away: Category Display</p>

Build Background

Out My Window Create a web and write *Out My Window* in the center circle. Have children tell you what they see out a window, such as a school bus window or their bedroom window. Encourage them to think about what they see in the distance and up close. Draw or list their responses in the outer circles:



Build Vocabulary

Where Is It? Create picture cards for each Key Vocabulary word except *close* and *far away*. Write the word on one side and draw a simple picture to match on the other side. Place the cards, picture-side showing, in various spots around the classroom.

Model saying sentences with *far away* and *close*. For example, put the card with the building picture close to you and say: **The building is close to me.** Turn the card over to display the word as you say each sentence. Have children echo the sentences. When children are comfortable echoing, ask questions such as: **Is the moon close to the city?** Children can answer using complete sentences: *Yes, the moon is close to the city.*

Key Vocabulary

building
city
close
cloud
far away
moon
mountain

1 Preview the Book

Cover, Title Page This book is about things that are **far away** and **close**. *Point to the back of the room to show far away. Point to something that is near to show close.* Look at the title page. The picture shows what is out the window. It shows what is far away.

Page 2 These are **clouds**. Clouds in the sky are far away.

Page 3 Now I see a **moon** out the window. We see the moon in the sky at night. *Point to the T.* This letter *T* is a capital letter. We use a capital letter to start a sentence. That is how we know where a sentence begins. We use small letters to write the rest of the words in a sentence. *Have children run their fingers under the small letters in the rest of the sentence.*

Pages 4–5 These **buildings** are far away. Many people work and live in buildings. Do we have buildings like these in our town? Are they close or far away?

Page 6 Here are the **mountains**. These mountains have snow on top. Are there mountains where we live? Are they close or far away?

Page 7 This is a big **city**. There are many buildings in a city. The lights are far away, aren't they?

Page 8 *Have children compare the capital letter M and the small letter m. Point to the capital M. Now point to the small m. Show me where the sentence starts. Show me the small letters. Invite them to run their fingers under the small letters in the sentence.* Who do you think this woman is in the picture? (the girl's mom) Is she close to or far away from the girl? (close)



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: Letters** Children may have trouble understanding where a sentence starts and ends. Help these children find the capital letters at the beginning of a sentence and guide their fingers under the small letters. Remind them that these print clues help them find the beginning of sentences.

3 Respond to the Book

Close to Me Create a simple drawing to replace the final page in *Far Away*. Draw a picture of yourself and someone or something that is close to you and provide the sentence frame: *My _____ is close to me.* Invite children to create their own final pages that show something or someone close to them. Post the pages on a Close to Me bulletin board.

Close and Far Away Use the T Chart to list the things that are far away and close in the book. Record children's responses in pictures or words.

Walk children to a window in or near your classroom. Ask volunteers to name the things they see that are close, and then to name the things that are far away. Have children draw or write their ideas on the T Chart. Children can then make their own T charts by categorizing what they put on their webs in the Build Background activity. Have partners share their T charts.

Materials

- paper
- art supplies

Materials

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

Answers will vary. Sample response:

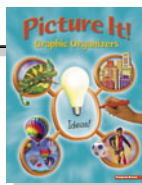
T Chart

Far Away

Far Away	Close
clouds	mom
moon	swings
buildings	trees
mountains	flowers
houses	
sun	
airplane	

20

Use only a black dry-erase marker.



Picture It! Big Book, page 20

Far Away

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	The clouds are far away.		
3	The moon is far away.		
4	The buildings are far away.		
6	The mountains are far away.		
7	The city lights are far away.		
8	My mom is close to me!		
		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

$(32 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 32 \text{ words} = \text{_____} \%$
--

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.