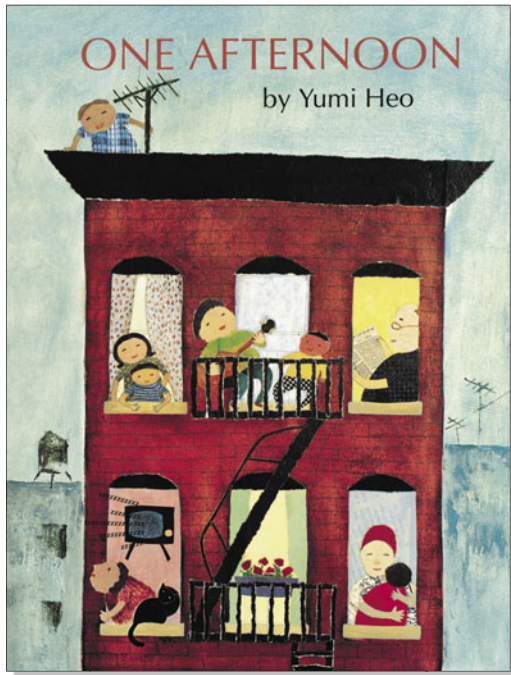


One Afternoon



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 8

Fountas and Pinnell: D

Lexile: 110

This story tells how Minho and his mother do errands one afternoon in their city neighborhood. Children will enjoy the playful collage-like art and sound words throughout, as they learn how noisy one neighborhood can be.

32 pages, 154 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Neighborhood: beauty salon ice cream store Laundromat pet store shoe repair store supermarket</p> <p>Objects: clothes cone food hair pet shoes</p>		<p>Sound-Word Art: Sound-Word Drawing</p> <p>Minho's Neighborhood: Details Display</p>	<p>Analyze Story Elements: Character and Setting (PDF)</p>

Build Background

Make a Map Have children create a simple bird’s-eye-view map of their neighborhood. Encourage them to think about where they go and how they get there. Do they walk to the park? Ride in a car to a store? Help them label the places. Display a simple neighborhood map to guide them, and describe where you go and how you get there: **I go to the library on my bicycle.** Have partners talk about their maps.

Materials

- drawing paper
- art supplies

Build Vocabulary

Where Can I Go? Draw a row of neighborhood buildings with signs to identify them. Refer to the art on pages 20–21 in the book. Include a Laundromat, beauty salon, an ice cream store, pet store, shoe repair store, supermarket, and an apartment building. Use props, illustrations from the book, or gestures and pantomime to identify each place and its services. Name each of the neighborhood places for children to echo.

Then ask questions for children to answer chorally:

Teacher: I want to wash my clothes. Where can I go?

Children: You can go to the Laundromat!

Teacher: I want to get my hair cut. Where can I go?

Children: You can go to the beauty salon!

Continue the question-and-answer pattern for the remaining Key Vocabulary words.

Key Vocabulary

beauty salon
ice cream store
Laundromat
pet store
shoe repair store
supermarket

Key Vocabulary

clothes
cone
food
hair
pet
shoes

1 Preview the Book

Cover This story is about a boy named Minho, his mother, and the things they do one afternoon in their city neighborhood.

Pages 4–5 Minho and his mother have errands to do. An errand is a short trip to do things like shop or wash the car. Look at the things they are carrying. Where do you think they are going? (to do laundry)

Pages 6–9 Minho and his mother are in a **Laundromat**, a place where people wash **clothes**. *Point out the words in the machines and explain that these words are the sounds that the machines make.* Let's turn to page 8. Next, they go to a **beauty salon**, where women get their **hair** cut.

Pages 10–11 Good readers use words from their first language to understand English words. I don't know the word *vanilla*. It looks like a word I know in Spanish: *vainilla*. If it looks like a word I know in another language, it probably means the same thing. Minho gets a vanilla ice cream **cone** at the **ice cream store**. *Point to a cone.*

Pages 12–15 A **pet store** is where we can buy **pets**. *Point to the animals as you name them.* There are puppies, kittens, hamsters, and birds here. *Turn the page and point to your shoes.* **Shoes** are fixed at the **shoe repair store**.

Pages 16–17 This is the **supermarket**. Does the word *supermarket* look like a word you know? In Spanish, a *supermercado* is a place to buy **food**. *Supermarket* must mean the same thing.

Pages 18–29 On the way home, Minho and his mother hear cars, people fixing the road, a fire engine, a train, and children playing. Let's read the sound words and make the noises Minho and his mother hear.

Pages 30–32 Minho is home where it is quiet. He falls asleep. Let's turn the page to find out what happens. The water is dripping loudly—*plunk!*



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: Translate** Children may not know some of the neighborhood vocabulary in this story, but remind them to use their first languages to understand the English words. (pages 21: traffic/*tráfico*; 23: construction/*construcción*; 26: train/*tren*; 28: apartment/*apartamento*).

3 Respond to the Book

Sound-Word Art Have children study the art in the book. Point out how sound words are incorporated into the art. Invite children to do a drawing of a place in their neighborhood. Then they can close their eyes and imagine the sounds they hear in that place. Help them design sound word art to add to their pictures. When children are finished, they can present their drawings and lead the group in making the sounds.

Minho's Neighborhood Use a Details Web to list all the places Minho and his mother went one afternoon. Then have children work together to create their own details web for one of the places in the story on a large sheet of paper. The web can include details such as the sounds Minho heard, what he did there, what he saw, and so on. Post the group's circles and have volunteers talk about the completed chart.

Materials

- paper
- art supplies

Materials

- butcher paper
- art supplies
- Details Web from *Picture It! Big Book*, page 5

Answers will vary. Sample response:

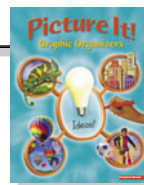
Details Web

One Afternoon

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graph TD; A((Minho's Neighborhood)) --- B((Laundromat)); A --- C((beauty salon)); A --- D((ice cream store)); A --- E((pet store)); A --- F((shoe repair store)); A --- G((supermarket)); A --- H((Minho's apartment));
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Use only a black dry-erase marker.

5



Picture It! Big Book, page 5

from One Afternoon

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	Minho liked to do errands with his mother.		
5	One afternoon, they went to		
7	the Laundromat to drop off their clothes		
8	and then to the beauty salon		
9	to get his mother's hair cut.		
10	At the ice cream store,		
11	Minho got a vanilla cone.		
12	They looked in the pet store window at the puppies,		
13	kittens, hamsters, and birds.		
14	They picked up his father's shoes		
15	at the shoe repair store		
16	and got food for dinner		
17	at the supermarket.		
		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

$(75 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 75 \text{ words} = \text{ } \%$

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.	<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.