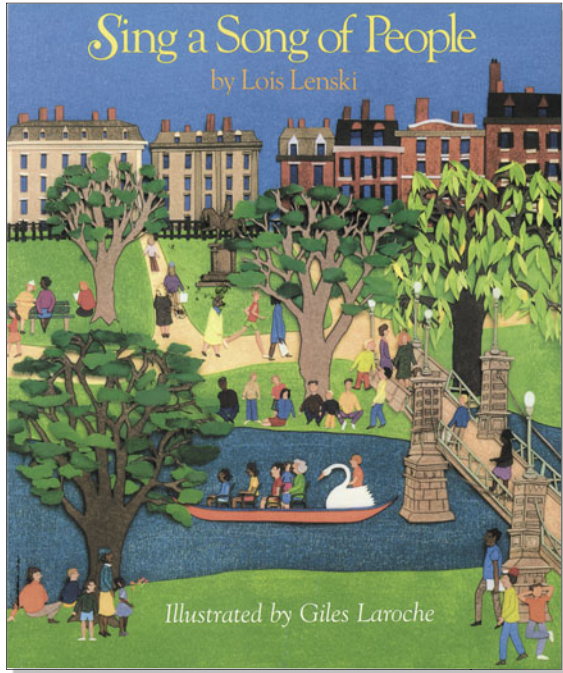


Sing a Song of People



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 10

Fountas and Pinnell: D

Lexile: NP

This poem uses opposites, such as *fast* and *slow*, to describe people in a busy city—how they get around, where they go, and how they act. The rhyming verse and repetition are reminiscent of a song. Children will have fun following the runaway dog and its owner throughout the story. 30 pages, 131 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>City Words: building bus city elevator sidewalk store subway taxi</p>	 <p>Use Visuals</p>	<p>Poetry Pantomime: Narration and Performance</p> <p>Opposites: City Opposites Display</p>	<p>Make Comparisons (PDF)</p> <p>Draw Conclusions (PDF)</p>

Build Background

Make a Map Draw a simple grid map of streets in an imaginary city. Work with children to draw buildings and places such as a movie theater, park, and bus stop.

Add labels and attach the drawings to the map. Then have children use their fingers or a toy car to “travel” around the city. Give directions, such as: **Start at the park. Turn left. Pass the bus stop. Turn left again. Stop at the store.** Have volunteers take turns giving directions to other children.

Materials

- large paper
- art supplies
- toy car (optional)

Build Vocabulary

City Things Display city pictures or the illustrations in the book. Point to and introduce each Key Vocabulary word, and have children echo the words. Then have them complete a sentence frame with one of the key words. For example:

This is a city. I see a _____ in the city.

Encourage children to tell what they know about the words. Then invite them to create their own sentences. For a challenge, they could use more than one key word in a sentence: *I take the elevator to the second floor of the store.*

Key Vocabulary

building
bus
city
elevator
sidewalk
store
subway
taxi

Sing a Song of People

1 Preview the Book

Cover This book is a poem. A poem uses words in a special way. The words in this poem rhyme, like words in a song. That's why it's called *Sing a Song of People*.

Pages 3–4 This book is about people in the **city**. A city is a place with **buildings**, streets, and homes, where people live and work. Let's read these pages. The words *slow* and *go* rhyme—they have the same ending sound.

Pages 5–9 These people are on the **sidewalk**, the place where people walk. A **bus** takes people from place to place.

Pages 10–12 Good readers use pictures to help them understand words in a story. I'm not sure what a **subway** is. I see a picture of a train. The words say, *underneath the ground*. A subway must be a train that goes under the ground. Use the pictures on page 12 to find out what a **taxi** is. (a car that takes people around the city)

Pages 13–16 Let's read page 16. How can you find out what *umbrella* means? (look at the pictures) I see that an umbrella keeps people dry in the rain.

Pages 17–19 A **store** is a place where you can buy things. What could you buy in the store on page 18? (toys) The **elevator** takes people up and down in tall buildings.

Pages 20–23 Let's read page 20 together. Do you think *singly* means *together* or *alone*? Do you see a pattern in this poem? How do most lines begin? (with *People*)

Pages 24–27 Let's read these pages together. What words rhyme on these pages? (too, you)

Pages 28–30 Let's read page 29. What does it mean? (There are so many people in the city that you can't get to know them all.) Look at page 30. Have you seen the boy and dog before? (yes, on previous pages) Look for them when you read the book on your own.



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: Use Visuals** Children may have difficulty understanding the meanings of new vocabulary words (pages 8: *passing*, 22: *crowd*, 24: *laughing*, 25: *grumpy*). Remind them to use visuals to help them understand the meanings of these words.

3 Respond to the Book

Poetry Pantomime Perform the poem with a narrator and actors. Choose a volunteer to read the poem aloud. Have the other children act out the motions described in the book, such as walking fast or slow, riding in a bus, and putting up an umbrella. Have students take turns narrating and performing the actions. Then invite children to describe their favorite scenes.

Opposites Display a T Chart. Brainstorm with children some of the opposites in the book, such as *fast/slow*, *up/down*, *back/front*, and *laughing/grumpy*. Record their suggestions.

In secret, assign partners a pair of opposites, such as *fast/slow*. Have one child draw a picture of something that is slow, and the other draw something that is fast. They should not label the pictures. Display the pictures, and then have others in the group guess which opposites are shown.

Materials

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

Answers will vary. Sample response:

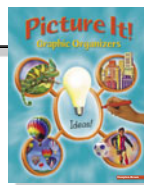
T Chart

Sing a Song of People

Word	Opposite
fast	slow
up	down
quiet	loud
laughing	grumpy
back	front
come	go

20

Use only a black dry-erase marker.



Picture It! Big Book, page 20

from Sing a Song of People

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	Sing a song of people Walking fast or slow;		
4	People in the city, Up and down they go.		
5	People on the sidewalk,		
6	People on the bus;		
8	People passing, passing,		
9	In back and front of us.		
10	People on the subway Underneath the ground;		
12	People riding taxis Round and round and round.		
		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


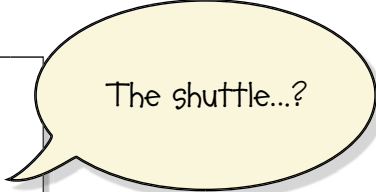

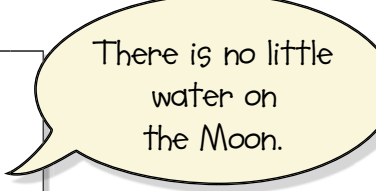
$$(50 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 50 \text{ words} = \text{ } \%$$

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>
--	--

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>	<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>	<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>	<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>	<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.