A Hole Is a Great Home

Leveling Systems
Avenues: ● Beginning
DRA: NF28
Fountas and Pinnell: E
Lexile: 90

This nonfiction book is about animals and the holes where they live. Playful dialogue and patterned text tell how each hole suits its inhabitant's needs. Children can compare the photograph and illustration of each animal in the book.

16 pages, 236 words

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
Action Words: dig jump sleep wait	Spotlight STRATEGY **Use Visuals**	**Animal Q and A:** Make-Believe Interviews **Homes in Holes:** Main-Idea Display

Skill Lessons:

Comprehension/ Critical Thinking
Classify (PDF)

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Build Background

Animal Homes Display pictures of different animals such as a bird, a fish, a rabbit, a bee, and a bear. Use the following model to introduce each animal: **This is a bird. Where do birds live?** Show or draw a simple picture of a nest. Repeat for the remaining animals. Next, invite children to draw a picture of an animal in its home or natural habitat. Then ask each child: **Where does your animal live?** Model responses such as: **A fish lives in water. Rabbits live in holes in the ground. Bears live in the woods.** Have children display their pictures as they respond.

Materials
- pictures of animals and animal homes
- drawing paper
- art supplies

Build Vocabulary

Play Simon Says Display the action words. Point to and say *dig,* then have children say it with you. Demonstrate as you say: **Let's dig a hole.** Have children echo the sentence and perform the action. Repeat the procedure for the remaining action words, using sentences such as:

- **I can jump high.**
- **I sleep in a bed.**
- **We wait for the school bus.**

Next, play Simon Says with children. In each command, ask children to pantomime the action words. You can make the commands more elaborate as children are able. For example:

- **Simon says dig with a big shovel.**
- **Simon says jump three times.**
- **Simon says wait for someone who is very late.**

Key Vocabulary
dig
jump
sleep
wait

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1 Preview the Book

Cover This nonfiction book tells about animals that live in holes. Here's a hole in the ground. This animal lives inside.

Pages 2–3 This is a mole. Moles use strong arms and claws to **dig** holes. Let's read page 2 together. The narrator asks the mole a question. What does the narrator ask? (to look into the hole) Does the mole answer? (no)

Pages 4–5 Let's read page 5 together. It says that squirrels **sleep** in winter—see, its eyes are closed. I'm not sure why a hole is a great home. I'll look for clues. The picture shows that the place where the squirrel lives is cold and snowy in the winter. It's probably warm in the hole. That makes it a good home for a squirrel.

Pages 6–7 The spider hides in its hole. It sits and **waits** for a bug to walk by. Then it **jumps**, or comes out of the hole quickly. It gets the bug. The picture on page 6 is a photo. Page 7 has a painting of the same spider and hole.

Pages 8–9 A woodpecker is a bird. The picture on page 8 is a photo. The picture on page 9 is a painting. Both pictures show the same bird.

Pages 10–11 Let's read page 11 together. It says that prairie dogs need lots of rooms. A classroom is a room. Do you think prairie dogs need the same kind of room? How can you find out what kind of room they need? (look for clues in the picture) A room for a prairie dog is a special hole in the ground.

Pages 12–13 Look at the pictures on this page, and on the pages before. What pattern do you notice? (The picture on the left is always a photo. The picture on the right is always a painting of the same animal.)

Pages 14–16 Let's read page 15 together. Why isn't a hole a good home for a dog? Why do you think the dog digs a hole? Let's turn the page to find out.

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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 new vocabulary words or ideas (pages 7, 9, 13, 16). Remind these children to search for clues in the pictures to help them comprehend the ideas or words.

3 Respond to the Book

Animal Q and A Assign an animal in the book to each child. Have them look in the book for details about their animal. Ask questions and have children answer as the animal. For example:

Q: What animal are you?
A: I am the mole.

Q: Where do you live?
A: I live in a hole.

Q: Is it a good home for you?
A: Yes, it is a good home because I like to dig.

Children can point to pictures if they are unable to respond verbally. Provide these children the words or sentences and have them echo.

Homes in Holes Display a Main-Idea Diagram. Read the main-idea statement: **A hole is a great home for many animals.** Have children echo the sentence. Have them use the information from the first activity that explains why a hole is a good home for their animal. They can write a sentence or draw and label a picture to share their findings. Invite them to post their work in the details boxes of the Main-Idea Diagram.

Materials
- Main-Idea Diagram from ***Picture It!* Big Book,** page 10

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Answers will vary. Sample response:

Main-Idea Diagram

A Hole Is a Great Home

Main Idea: A hole is a great home for many animals.

Detail: Moles dig holes.

Detail: Squirrels sleep in holes.

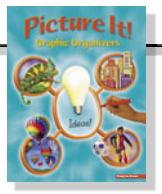
Detail: Spiders wait for bugs in holes.

Detail: Woodpeckers use holes as a nest.

Detail: Prairie dogs live in holes with many rooms.

10

Use only a black dry-erase marker.



***Picture It!* Big Book, page 10**

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Name _____ Grade _____ Date _____

from A Hole Is a Great Home

Take a Running Record		Number of Errors	Number of Self-Corrections
page 2	Hello, mole. Pardon me. May I poke my nose in your home?		
3	It looks like you like to dig. That's why a hole is a great home for a mole.		
4	Hello, squirrel. Pardon me. May I poke my nose in your home?		
5	It looks like you go to sleep in the winter. That's why a hole is a great home for a squirrel.		
6	Hello, spider. Pardon me. May I poke my nose in your home?		
7	It looks like you wait and then jump out to get bugs! That's why a hole is a great home for a spider.		
		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

(98 words − _____) ÷ 98 words = _____%
total errors

Determine Instructional Needs

If Accuracy Rate Is →	Then Have Student	Student needs more coaching in
☐ below 90%	read a lower-level text	_____
☐ between 90–94%	continue at this level	_____
☐ 95–100%	read a higher-level text	

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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. **Hesitates or self-corrects after a miscue**	• 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...? **"Freezes" when faced with an unfamiliar or long word**	• 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. **Substitutes an incorrect word that makes sense**	• 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. **Substitutes an incorrect word that does not make sense**	• 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.

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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**	• 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**	• 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**	• 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**	• 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**	• Ask questions to discover why student is stuck. • Suggest strategies and supply words.

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