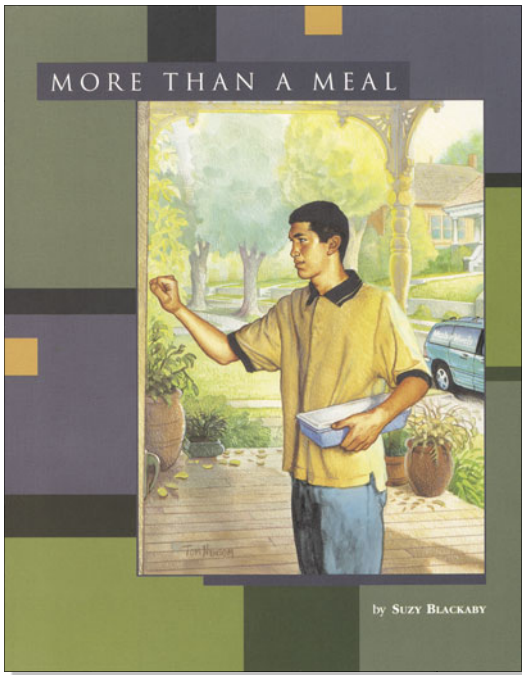


# More Than a Meal



In this realistic story, Carlos, a boy who volunteers at a community center, learns to deliver more than meals to his neighbors. The strong picture-text correspondence and predictable, patterned text allows beginning readers to access the plot.

*24 pages, 184 words*

**Leveling Systems**  
**Avenues:** ● Beginning  
**DRA:** 10  
**Fountas and Pinnell:** E  
**Lexile:** 60

## In This Guided Reading Lesson:

## Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Neighborhood Words:</b>                      ambulance                      community center                      hospital                      market                      school</p> <p><b>Actions:</b>                      deliver                      stay                      visit</p>	 <p><b>Personal Experience</b></p>	<p><b>Carlos Was Here:</b>                      Neighborhood Map</p> <p><b>Helpful Carlos:</b>                      Web Captions</p>	<p>Identify Sequence (<a href="#">PDF</a>)</p> <p>Draw Conclusions (<a href="#">PDF</a>)</p>

## Build Background

**Good Neighbors** Start a discussion about being a good neighbor by saying: *I'm a good neighbor. I \_\_\_\_\_ for my neighbor.* Invite students to complete the sentence by naming or demonstrating something good neighbors do. Write their ideas in a list:



## Build Vocabulary

**In Our Neighborhood** Use the map on pages 2–3 to introduce neighborhood words. For example, point to the ambulance and hospital. Say: **This is an ambulance. It is a truck that takes sick or hurt people to the hospital. There are doctors at the hospital who help sick people.** Help students identify other places on the map: **This is a market. I have a market in my neighborhood. I buy food at the market.** Have students relate places on the map to places in their neighborhoods: *This is a \_\_\_\_\_. I have a \_\_\_\_\_ in my neighborhood.*

**Action Charades** Tell students that many things happen in a community. Write the words *deliver*, *stay*, and *visit* on chart paper. Point to each word as you role-play the action. Invite a volunteer to help. For example, you can act out delivering flowers or visiting a sick person in a hospital.

Write the actions on index cards and distribute one card to a pair of students. They can play Charades by acting out scenarios for each of the actions. After students guess what the pair is doing, have them describe the action in a complete sentence using the key word: *He delivered the mail.*

### Key Vocabulary

ambulance  
community center  
hospital  
market  
school

### Key Vocabulary

deliver  
stay  
visit

# 1 Preview the Book

**Cover** This story is about a boy named Carlos. Carlos **delivers**, or brings, meals in boxes to people. He works for the **community center**. Community centers have activities and help people. Why do you think people might need help? (They might be sick, disabled, or very old.)

**Pages 2–3** These are buildings in a neighborhood. *Point to the map.* This neighborhood has a **school** and a **market**. What other buildings does it have?

**Pages 4–9** Good readers try to think about how a story is like their own life. Carlos helps people in his community. I know it feels good to help my neighbors, so Carlos probably feels good about himself.

**Pages 10–11** *Point to Mr. Potter on page 11.* Mr. Potter left his empty meal box outside. Carlos replaces it with a new meal. Why do you think Carlos leaves and does not **stay**?

**Pages 12–15** Carlos looks happy to help Mr. Chase and Mrs. Gonzalez, but he looks worried about Mr. Potter. How can you understand how Carlos feels? You could ask yourself how you would feel.

**Pages 16–19** What does Carlos see when he opens the meal box? (the food has not been eaten) Why do you think Mr. Potter does not eat his meal? (He may be sick.) Carlos calls an **ambulance** to take Mr. Potter to the **hospital**.

**Pages 20–24** Carlos goes to see Mr. Potter at the hospital. Then he **visits** him again. Let's read the words in these balloons on page 23. These tell us what Carlos and Mr. Potter say to each other. Why do you think Mr. Potter is happy that Carlos stays this time? (Carlos helps Mr. Potter.)



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Personal Experience** Encourage students to ask themselves if they have had a personal experience like any of Carlos's experiences. Have them practice the strategy on pages 5, 9, 18, and 19 by telling or acting out how they help people, how they fix things, and how they act in an emergency.

## 3 Respond to the Book

**Carlos Was Here** Have students use the book to draw an imaginary map of Carlos's neighborhood, including the Community Center, fire station, Mr. Chase's house, the market, Mrs. Gonzales's house, the school, Mr. Potter's house, and the hospital. Then have them caption where Carlos goes each day of the week. For example, next to Mr. Chase's house, they can write *Carlos was here on Monday*. Finally, have students imagine what Carlos does on the weekend and put it on the map.

**Helpful Carlos** Display a Details Web and write *Carlos* in the center circle. Have students brainstorm some of the helpful things Carlos does. Write their ideas in the outer circles. Then ask students to draw conclusions about Carlos. Have them write a caption supporting their conclusions. For example, next to Carlos taking out the trash, they can write *Carlos is a hard worker*.

### Materials

- 1 piece of mural paper
- art supplies

### Materials

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

Answers will vary. Sample response:

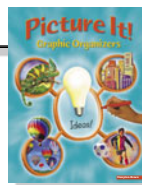
# Details Web

More Than a Meal

```
graph TD; C((Carlos)) --- D1((delivers meals)); C --- D2((takes out the trash)); C --- D3((waters plants)); C --- D4((fixes a light)); C --- D5((washes dishes)); C --- D6((calls an ambulance)); C --- D7((brings flowers to Mr. Potter));
```

Use only a black dry-erase marker.

5



Picture It! Big Book, page 5

# from More Than a Meal

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	Carlos worked at the Community Center. He took meals to people's homes.		
6	On Monday, Carlos parked next to the fire station. He delivered meals to Mr. Chase.		
7	He stayed and took out the trash.		
8	Carlos parked in front of the market. He delivered meals to Mrs. Gonzales.		
9	He stayed and fixed the light.		
10	Carlos parked behind the school. He delivered meals to Mr. Potter,		
11	but he did not stay.		
		<b>Total</b>	<b>Total</b>

**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**

$$( 69 \text{ words} - \frac{\text{total errors}}{\text{total errors}} ) \div 69 \text{ words} = \text{ } \%$$

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></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> <p><b>Hesitates or self-corrects after a miscue</b></p>	<ul style="list-style-type: none"><li>• 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.</li></ul>
The shuttle orbits the Earth.	<p>The shuttle...?</p> <p><b>"Freezes" when faced with an unfamiliar or long word</b></p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• 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.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	<p>Nobody has been to Mars.</p> <p><b>Substitutes an incorrect word that makes sense</b></p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• 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.</li></ul>
There is no liquid water on the Moon.	<p>There is no little water on the Moon.</p> <p><b>Substitutes an incorrect word that does not make sense</b></p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# 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. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>