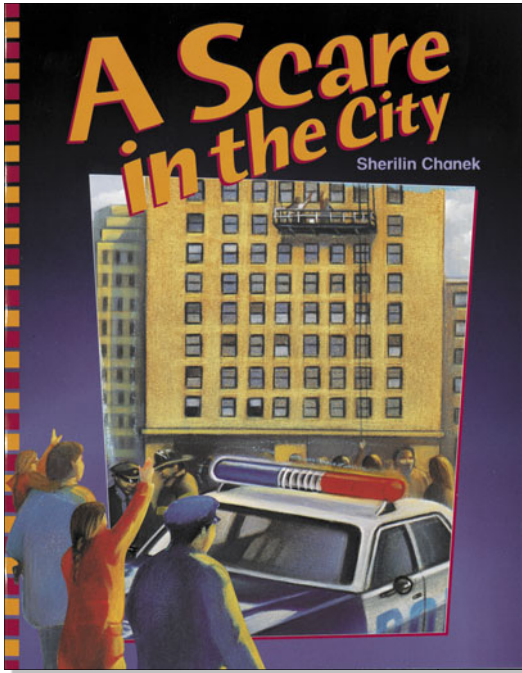


A Scare in the City



This realistic story shows how people work together in a power outage. Digital and analog clocks indicate the time that each event occurs. Dialogue and dramatic visuals build suspense and carry the story forward. *24 pages, 863 words*

Leveling Systems
Avenues: ●● More Fluent Readers
DRA: 24
Fountas and Pinnell: J
Lexile: 320

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>City Workers: 9-1-1 operator electric worker fire chief mayor news reporter police chief police officer</p> <p>Emergency Words: electric power restore siren stuck</p>	 <p>Use Visuals</p>	<p>Share Your Day: Role-Play</p> <p>Watch the Clock: Time Line</p>	<p>Identify Sequence (PDF)</p> <p>Draw Conclusions (PDF)</p> <p>Relate Main Idea and Details (PDF)</p>

Build Background

Safety Is First Tell students it is important to know what to do in an emergency. Say: **If we know what to do in an emergency, we can be safe.** Ask students to tell what they would do in a school emergency, such as a fire drill. List the steps:

1. Line up.
2. Listen to the teacher.
3. Leave the building.

Have students act out a fire drill using the steps. Then have students role-play calling 9-1-1 to report an injury.

Build Vocabulary

News Conference Use the illustrations in the story to teach the words for city workers. Then pretend you are a news reporter at a news conference about a storm. Model asking questions:

- ▶ How many calls did 9-1-1 operators get?
- ▶ When did electric workers fix the power?
- ▶ How many police officers directed traffic?
- ▶ When did the police chief, fire chief, and mayor meet to make a plan?

Students can role-play a news conference between a news reporter and the city workers.

Emergency! Demonstrate the emergency words. For example, turn the lights off and on and say: **The lights need electric power to work. The power is off. Now the power is restored, or back on.** Then share this scenario:

- ▶ I was in an elevator. The electric power went out. The elevator got stuck! I heard a fire truck's siren. The electric workers fixed the problem and restored the power. I was scared!

Have partners act out or retell this scenario.

Key Vocabulary

9-1-1 operator
electric worker
fire chief
mayor
news reporter
police chief
police officer

Key Vocabulary

electric power
restore
siren
stuck

1 Preview the Book

Cover, Title Page Cities can have emergencies. Everyone has to help. *Display the title page.* This **police officer** is helping out in an emergency. This realistic story tells what happens when one city loses its electricity.

Pages 2–3 This is a busy city. What happens when there is no **electric power**? Trains and street lights don't work.

Pages 4–5 Good readers look for picture clues to help them understand ideas. The clocks on every left page tell me when events happen. Let's read the first paragraph and look at the clock. What time does the power go out? (8:28 a.m.) *Point to the man wearing headphones.* A **news reporter** on the radio explains what is happening.

Pages 6–7 The **mayor** and the **fire chief** meet. The **police chief** needs help. The police chief calls more workers. The mayor runs the city. The fire chief runs the fire department. The police chief runs the police department.

Pages 8–9 The elevator can't move without power. The people need help, so they dial 9-1-1 on the phone. The person who answers is a **9-1-1 operator**. She will tell the police or the fire department to help them.

Pages 10–13 *Point to the police car on page 13.* In an emergency, police use a loud **siren** that comes from the police car. *Point to the window cleaners.* These workers are **stuck**. The platform needs electricity to move.

Pages 14–17 I can use the clocks to figure out how long the power has been out. The power went out at 8:28 a.m. The clock at the bottom of page 16 says it is 11:34 a.m., so the power has been out for about three hours.

Pages 18–23 The police officers use flashlights to guide people out of the tunnel. Look at page 22. The electric power is back on! The **electric workers** **restore** the power.



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: Use Visuals** Students may not realize that the events happen in just a few hours. Remind these students to use visuals, such as the clocks on every left-hand page, to follow the events of the day.

3 Respond to the Book

Share Your Day Have students imagine that they are one of the city workers in the story. Tell them to think about people they helped, where they worked, and the work they did. Then have students form pairs and take turns role-playing a family dinner conversation about their day. Encourage the other “family member” to share his or her experiences.

Watch the Clock Display a Time Line. Write *8 a.m.* at the top of the time line and *4 p.m.* at the bottom. Add one-hour increments in between the times. Tell students to accurately record the times of the events in the story. For example, they should write *8:28 a.m.* halfway between the 8 a.m. and 9 a.m. increments. Assign each student times from the story. Have them

- write the time on the time line
- draw a picture or write a caption about what happened at that time, and add it to the time line
- take turns describing the events in chronological order.

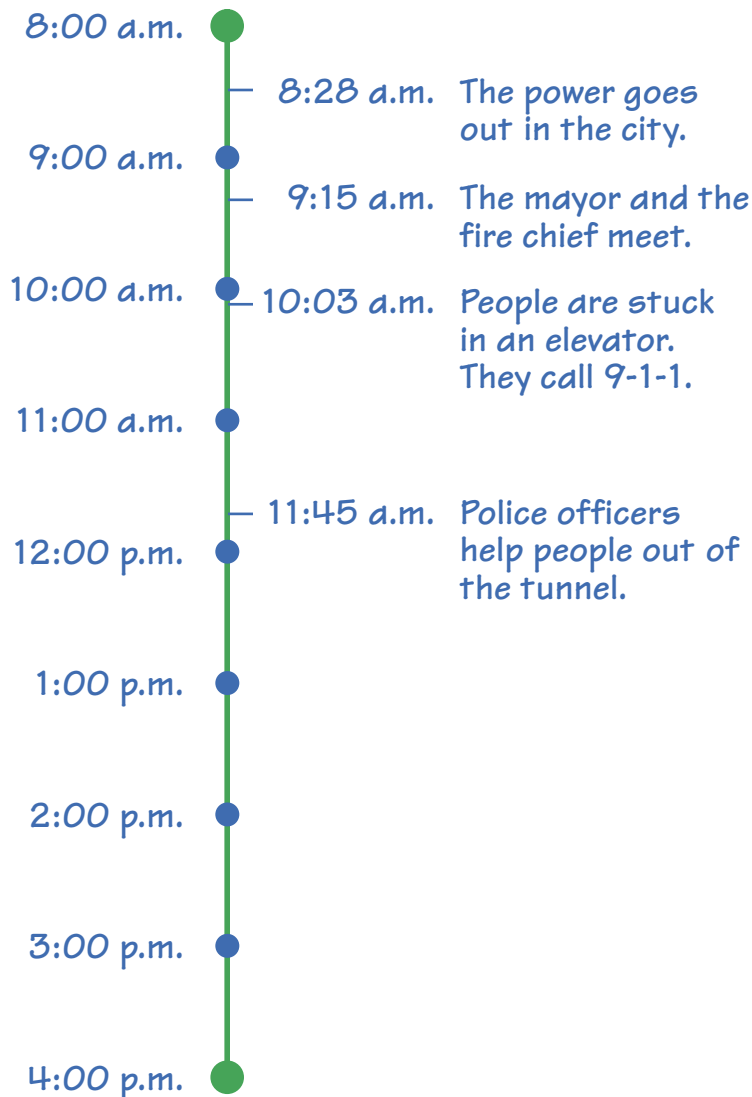
Materials

- Time Line from *Picture It! Big Book*, page 22

Answers will vary. Sample response:

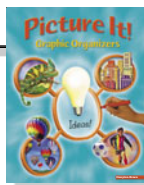
Time Line

A Scare in the City



22

Use only a black dry-erase marker.



Picture It! Big Book, page 22

from A Scare in the City

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	<p>It's Monday morning in the big city. Some people are already working. Many more people are on their way to work. At 211 Delaware Street, two window cleaners stand on a platform outside the tenth floor. The radio plays as they do their chores. Inside, a doctor shares an elevator with a painter. They are each going to work. In the store at 200 Delaware Street, a store clerk uses a cash register to add up what the shoppers owe. In an apartment above the store, a police officer snores in bed. He sleeps late because he works at night. On the street in front of the store, many cars wait for the red traffic light to turn green. Many more people are traveling to work on a train. The train goes into a tunnel. It's a normal Monday morning.</p>		
		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

(140 words - _____) ÷ 140 words = _____ %


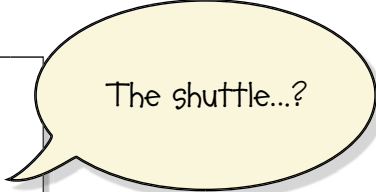

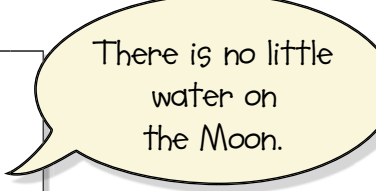
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% <input type="checkbox"/> between 90–94% <input type="checkbox"/> 95–100% 	<p>Then Have Student</p> <ul style="list-style-type: none"> read a lower-level text continue at this level read a higher-level text 	<p>Student needs more coaching in</p> <hr/> <hr/>
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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>	<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.