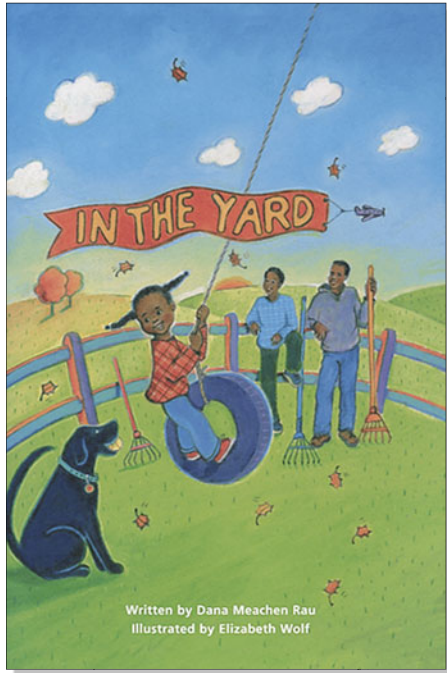


# In the Yard



**Leveling Systems**  
**Avenues:** ● Beginning  
**DRA:** 2  
**Fountas and Pinnell:** B  
**Lexile:** BR

Simple, rhyming sentences tell about the activities a family does in their yard. The charming illustrations show how the yard changes throughout every season.

*24 pages, 40 words*

## In This Guided Reading Lesson:

## Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Yard Work:</b>                      mow                      pick                      plant                      rake                      shovel                      water                      weed</p> <p><b>Actions in Nature:</b>                      blow                      grow                      shine                      sway</p>	<p><b>Spotlight STRATEGY</b></p> <p><b>Personal Experience</b></p>	<p><b>Fun All Year Round:</b>                      Seasons Collage</p> <p><b>Retell the Story:</b>                      Role-Play</p>	<p>Classify (<a href="#">PDF</a>)</p>

## Build Background

**Seasonal Fun** Distribute the index cards. Tell students to draw or write a favorite activity. Post the seasonal symbol drawings around the room. Tell students to choose the season in which they do their activity, and then line up next to the card. Have each student describe what he or she likes to do in a season: *I like to go sledding in the winter.*

### Materials

- index cards, 1 per student
- drawings of seasonal symbols, such as sun, snowflakes, raindrops, etc.

## Build Vocabulary

**Yard Work** Write the yard work vocabulary on chart paper. Model a sentence as you pantomime each action. For example: **I rake the leaves.** Then have partners role-play working in the yard. As one partner pantomimes the action, the other describes what the action is. For example: *You rake the leaves. You water the grass. You mow the lawn.*

### Key Vocabulary

mow  
pick  
plant  
rake  
shovel  
water  
weed

**Poetry in Motion** Demonstrate the words by blowing with your mouth, bending down and rising up, pointing to a shining light, and swaying. As you demonstrate, display each word. Then elicit words that students associate with each word. Write all of their words on chart paper. Work with the group to choose words from the list to create a poem. For example:

### Key Vocabulary

blow  
grow  
shine  
sway

**The wind blows.**  
**The breeze blows.**  
**What else blows?**  
**Bubbles blow!**

Spotlight  
STRATEGYPersonal  
ExperienceIntroduce  
and Model

## Apply

# 1 Preview the Book

**Cover, Title Page** This story is called *In the Yard*. The cover shows a yard in the fall. The title page shows a yard in the summer. What do you think this book is about?

**Pages 3–5** Good readers think about how a story is like their own lives. This helps them understand story ideas and the characters better. The mother and the girl **plant** flowers in a garden in spring. I plant flowers every spring, too. Do you or does someone you know plant flowers?

**Pages 6–7** The father waters the garden. Why is it good to **water** flowers? (Flowers need water to grow.)

**Pages 8–9** On hot days the sun **shines** a lot. How do you think the dog feels? (hot, thirsty, tired)

**Pages 10–11** The girl **weeds** so the flowers can **grow**. Pulling weeds is hard work, so she wears gloves. The father **mows**, or cuts, the grass, so it is not so high.

**Pages 12–13** In the fall, trees lose their leaves. The mother **rakes** them into a pile. Have you ever raked leaves?

**Pages 14–15** The mother and the girl **pick** apples from the tree. Look at page 15. What do you think they do with the apples? (Dad is baking apple pies.)

**Pages 16–17** *Run your finger over the wind swirls in the sky.* Look at the wind **blow**. These trees look like they **sway** back and forth when the wind blows.

**Pages 18–19** Mom uses a big **shovel** to dig the snow. She wears warm clothes. What does this family's clothing tell you about the weather in winter? (It's cold.)

**Pages 20–23** The path is shoveled. The family can rest and play. Look at the girl's face on page 22. Do you think she likes to be with her family?

## 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** Students may not have experienced the seasons exactly the same way as the family in the story (pages 4–5, 10–11, 12–13, 16–17). Have students use their personal experiences with seasons and seasonal changes, such as clothing differences and school activities, to help them better understand each scene.

## 3 Respond to the Book

**Fun All Year Round** Assign a season to each student and have them draw or cut out pictures of activities they do with their friends or families in that season. Then have students group themselves by season and create a collage. Invite each group to write sentences on the collage, or tell about the kinds of activities they do.

**Retell the Story** Have students use a Classification Chart to record what each of the family members in the story did individually, as well as what they did together. Have a volunteer act as the narrator and read the story aloud. Assign three students at a time to be the family members in each season.

### Materials

- magazines to cut up
- drawing paper
- poster board
- art supplies

### Materials

- Classification Chart from *Picture It! Big Book*, page 2

Answers will vary. Sample response:

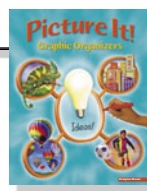
# Classification Chart

In the Yard

Girl	Mom
digs weeds helps	plants rakes works hard
Dad	Family
waters mows bakes works hard	dances picks apples shovels plays

Use only a black dry-erase marker.

2



Picture It! Big Book, page 2

# from In the Yard

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	I dig.		
4	Mom plants.		
6	Dad waters.		
7	We dance!		
8	Sun shines.		
9	Grass grows.		
10	I weed.		
11	Dad mows.		
12	Leaves fall.		
13	Mom rakes.		
14	We pick.		
15	Dad bakes.		
16	Wind blows.		
		<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**

( 26 words - \_\_\_\_\_ ) ÷ 26 words = \_\_\_\_\_ %

total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> →</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90%</li> <li><input type="checkbox"/> between 90–94%</li> <li><input type="checkbox"/> 95–100%</li> </ul>	<p><b>Then Have Student</b></p> <ul style="list-style-type: none"> <li>read a lower-level text</li> <li>continue at this level</li> <li>read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></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.	The rocket is gro... going very fast.	<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>
	<b>Hesitates or self-corrects after a miscue</b>	
The shuttle orbits the Earth.	The shuttle...?	<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>
	<b>"Freezes" when faced with an unfamiliar or long word</b>	
No one has been to Mars.	Nobody has been to Mars.	<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>
	<b>Substitutes an incorrect word that makes sense</b>	
There is no liquid water on the Moon.	There is no little water on the Moon.	<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>
	<b>Substitutes an incorrect word that does not make sense</b>	

# 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>