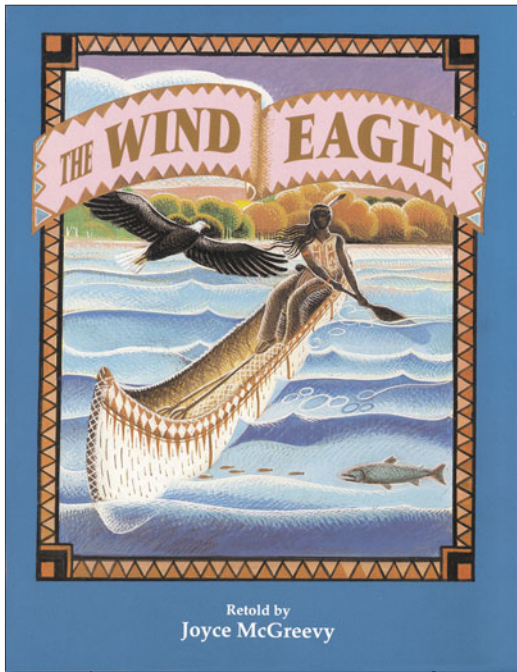


The Wind Eagle



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 24

Fountas and Pinnell: K


Lexile: 500L

This Native American folk tale tells the story of Gluscabi and how he stops the winds from blowing. Similes may pose language challenges for some students, but explicit illustrations support vocabulary. Dialogue moves along the plot of this interesting tale.

16 pages, 375 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Wind Words: breeze fierce gentle roar rush shove</p> <p>Geography: crevice lake mountain shore</p>		<p>Like This, Like That: Story Similes</p> <p>Problem-and-Solution Map: Continue the Story</p>	<p>Relate Problem and Solution (PDF)</p> <p>Classify (PDF)</p> <p>Make Inferences (PDF)</p>

Build Background

Wind Poem Ask this question using each of the five senses:
What do you (see) on a windy day? Record students' responses:

See	Hear	Smell	Taste	Touch
leaves blow	branch on window	salty air	dust	cold air

Have students create a wind poem. For example:

I see the leaves blow.
 I hear a branch on the window.
 I smell the salty air.
 I taste the dust and feel cold air.
 It's a windy day!

Build Vocabulary

Wind Riddles Present each wind word using gestures, facial expressions, and explanation. Then write or ask these riddles:

- What can be so fierce that it blows over houses?
- What can be as gentle as a lamb?
- What can roar like a lion but can't be seen?
- What can rush like a river but is not water?
- What can shove your hat off but has no hands?

Have each student answer a riddle. Encourage them to make up their own wind riddles.

Hiker's Journal Point to pictures of the crevice, lake, mountain, and shore in *The Wind Eagle* as you read this journal entry:

► **Saturday:** I hiked along the shore of a lake. Then I climbed up a rocky mountain. There was a big crack between some rocks. I was afraid I might fall into that crevice.

Have students write and read aloud their own journal entries. Ask questions to prompt use of key words.

Key Vocabulary

breeze
 fierce
 gentle
 roar
 rush
 shove

Key Vocabulary

crevice
 lake
 mountain
 shore

1 Preview the Book

Cover, Title Page This is a Native American folk tale about an eagle that makes the wind blow. The main character, Gluscabi, is the man in the canoe. What does the title page tell you about the setting of this story?

Pages 3–4 I see a fishing net in Gluscabi’s boat. He must be fishing. The strong winds **shove**, or push, him to the **shore** of the **lake**. He **roars** for the wind to be quiet. Lions roar. Does this mean he’s angry?

Page 5 Good readers look up important words in the dictionary if they are not sure of the meanings. I see the word **fierce** on page 5. I don’t know what this word means. The dictionary tells me that *fierce* can mean “strong.” That makes sense. The strong wind forces Gluscabi to crawl up the **mountain**.

Pages 6–9 The wind pushes Gluscabi down. Let’s read page 7. What is making the wind **rush**, or move fast? (the eagle’s beating wings) On page 8, Gluscabi asks the eagle for a **breeze**, like a whispered secret. Whispers are quiet, so *breeze* must be a quiet wind. Gluscabi makes a decision. Let’s read on to find out what it is!

Pages 10–11 Gluscabi pushes the eagle into a **crevice** between the rocks. *Strutted* is a hard word. It could mean *walked*. How can we be sure? (look it up in a dictionary)

Pages 12–15 There’s no wind. Fish are dying, so the village is hungry. Look at the last picture on page 13. How does Gluscabi feel? Let’s read the paragraph. On page 14, he says he will let the eagle free if it promises to send soft, **gentle** wind. Do you think the eagle keeps its promise?

Page 16 The eagle now gives gentle winds, but sometimes it forgets. Do you ever forget a promise?



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: Reference Aids** Students may need to check the meanings of key words or other difficult words such as: **page 6** *drag* and *sickly*; **page 9** *rage* and *glared*; **page 13** *suffer*. Remind these students that they can confirm word meanings by using a dictionary.

3 Respond to the Book

Like This, Like That Display page 5 and say:

- ▶ **Gluscabi crawls like a wounded wolf. This is a simile. A simile uses *like* to compare two things. This simile gives the reader a picture of what Gluscabi looks like as he crawls up the mountain.**

Have students create their own similes about the story. Prompt them with models such as:

- *Gluscabi climbed like a _____.*
- *Wind Eagle flapped its wings like a _____.*
- *The wind sounded like a _____.*

Problem-and-Solution Map Guide students in filling out a Problem-and-Solution map. Then have them use the map to continue the story. The book ends with another potential problem—the Wind Eagle may forget his promise. Have students make up new events and propose a new solution.

Materials

- Story Map: Problem-and-Solution from ***Picture It! Big Book***, page 19

Answers will vary. Sample response:

Story Map: Problem-and-Solution

The Wind Eagle

Problem: *It is too windy for Gluscabi to fish.*

Event 1: *Gluscabi climbs the mountain.*

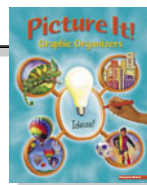
Event 2: *Gluscabi stops the wind by shoving Wind Eagle into a crevice.*

Event 3: *The fish die. The village begins to suffer.*

Solution: *Wind Eagle promises to send gentle winds. Gluscabi frees him from the crevice.*

Use only a black dry-erase marker.

19



Picture It! Big Book, page 19

from The Wind Eagle

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	Once, at the dawn of day, Gluscabi went fishing for salmon. He sang his fishing song: <i>noo-lin-too noo-lin-too.</i>		
4	The morning breeze grew into an angry wind that shoved Gluscabi back to shore. Gluscabi roared, "Wind from the mountains! Quiet down! I want to fish!"		
5	But the wind didn't listen. So Gluscabi decided to climb the mountain and stop the wind. As he climbed, the fierce wind forced him to crawl like a wounded wolf. Still he climbed.		
6	The wind rose up and struck Gluscabi down. He had to drag himself like a sickly snake. Still he climbed.		
		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


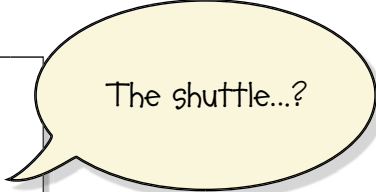

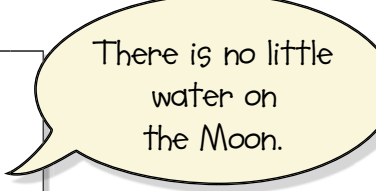
$$(97 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 97 \text{ words} = \text{ ______ } \%$$

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>
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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.