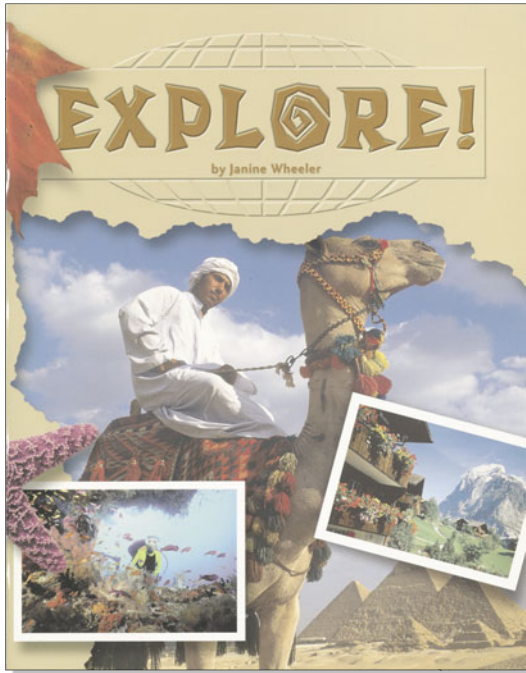


# Explore!



**Leveling Systems**  
**Avenues:** ● Beginning  
**DRA:** NF16  
**Fountas and Pinnell:** D  
**Lexile:** BR

**E**xplore the world in this colorful photographic essay! Captions, headings, and many other text features explain what to wear, see, and do for adventure in habitats all over the world.

*16 pages, 150 words*

## In This Guided Reading Lesson:

## Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Habitat Words:</b>                      desert                      forest                      island                      mountain                      ocean                      rain forest</p> <p><b>Weather Words:</b>                      cloudy                      cool                      rainy                      sunny                      warm                      windy</p>	<p style="text-align: center;"><b>Spotlight STRATEGY</b></p> <p style="text-align: center;">Use Visuals</p>	<p><b>Travel Clothes:</b>                      Travel Tips Booklet</p> <p><b>Go on a Trip:</b>                      Trip Description</p>	<p>Interpret Graphic Aids (<a href="#">PDF</a>)</p>

## Explore!

# Build Background

**Nature Scrapbook** Display photos of different habitats. Talk about the landforms, vegetation, and animals found in each. List important words. Then have students create nature scrapbooks. Students can print photos, paste them onto construction paper, and write simple captions: *The desert is hot.*

### Materials

- habitat pictures from [www.acclaimimages.com](http://www.acclaimimages.com)
- black construction paper
- glue or paste
- white crayons

# Build Vocabulary

**Weather Report** Use pages 2–3 to introduce the habitat and weather words. Point to a picture and say: **These are islands.** Tell students that an island is land with water on all sides. Point to the weather icon in the upper right corner and say: **The weather today is sunny and warm.** Continue modeling:

- ▶ **This is a forest. A forest has many trees. The weather today is cloudy and cool.**
- ▶ **These are mountains. Mountains are very tall. The weather today is windy and cold.**
- ▶ **This is the ocean. Oceans are large bodies of water. The weather today is sunny and warm.**
- ▶ **This is a desert. A desert can be very dry. The weather today is hot.**
- ▶ **This is a rain forest. A rain forest has many trees like a forest, but it is also very wet. The weather today is rainy and warm.**

Have students make two sets of cards—one with pictures and labels depicting the habitat words and one with pictures and labels depicting the weather words. Have partners take turns choosing a card and making a sentence to describe the picture. Provide sentence frames: *This is a \_\_\_\_\_.* *The weather today is \_\_\_\_\_.*

### Key Vocabulary

desert  
forest  
island  
mountain  
ocean  
rain forest

cloudy  
cool  
rainy  
sunny  
warm  
windy

## Explore!

# 1 Preview the Book

**Covers** This nonfiction photo essay describes different habitats. Let's look at the pictures on the front and back covers. The pictures show the places this book explores.

**Pages 2–3** The pictures in the right corner show different kinds of weather. The photos have lines that point to where in the world these places are. Where is the desert? (Africa)

**Pages 4–5** Good readers use pictures to understand. This big photo shows me these pages are about a **forest**. A forest has many trees. The small photos show what I can see or hear in a forest. *Point to the weather symbol.* This tells me it's **cloudy** here. There are a lot of clouds in the sky. When the clouds cover the sun, it's **cool**. The picture shows me to wear a shirt and a vest when it's cool. *Cool* must mean "a little bit cold."

**Pages 6–7** An **island** is land that has water around it. Let's read the captions under the photos to get more information. The labels on page 7 tell us that the boy is wearing a cap, shorts, and sandals because it's **warm** and **sunny**.

**Pages 8–9** A **rain forest** is wet because it is very **rainy** there. What can you see in the rain forest? (frogs, flowers, monkeys) This girl is dressed for rain.

**Pages 10–11** A **desert** can be a hot place. The sun can shine a lot! Let's read the labels to find out what to wear in hot weather.

**Pages 12–13** These girls swim in the **ocean**. An ocean is a big area of water. This ocean has a coral reef—a home for many small sea animals. What does the boy wear for swimming? (diving mask, swim trunks)

**Pages 14–16** These **mountains** are very high. Up at the top, there is a lot of wind. Sometimes mountains have snow because it is cold and **windy**. The last page shows all the places we've explored. Can you name them?



## 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 experience comprehension breakdowns when the topic switches every two pages. Remind them to use visuals, such as the large and small photographs, to learn about the habitats and to get information about what they can find in each place.

## 3 Respond to the Book

**Travel Clothes** Tell students to draw an outfit to wear for an activity in a particular climate, such as a hike in cool weather. Tell them to label the clothing and create icons to show the weather. Use the icons in the book as models. Collect students' work in a Travel Tips booklet. Invite students to describe their pictures.

**Go on a Trip** Use a Classification Chart to classify what you see, hear, wear, do, and what the weather is like in one of the habitats. Discuss entries for each category and record students' ideas. Work with the group to complete a chart for each habitat. Then model how to use one of the charts to describe a trip:

- ▶ **I swim in the ocean. I look at fish and hear waves. The weather is warm and sunny. I wear swim trunks.**

Encourage students to use one of the Classification Charts to recite their own trip description.

### Materials

- drawing paper
- art supplies

### Materials

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

Answers will vary. Sample response:

# Classification Chart

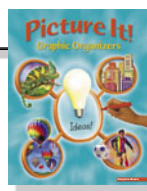
Ocean

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See/Hear	Wear
fish waves	swim trunks diving mask
Feel	Do
warm sunny	swim look at fish

Use only a black dry-erase marker.

2



Picture It! Big Book, page 2

# from Explore!

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	Take a bike! Explore the forest! You can look at the beautiful leaves. You can listen to wolves! You can search for birds.		
6	Take a plane! Explore an island! You can count the colors of the rainbow. You can fly with the birds. You can watch a volcano.		
8	Take a raft! Explore the rain forest!		
9	You can find a frog. You can smell the flowers. You can meet some monkeys.		
10	Take a jeep! Explore the desert! You can look for sheep. You can stop to touch the sand.		
11	You can spot a camel.		
12	Take a boat! Explore the ocean! You can meet a starfish. You can swim with the fish. You can search for a crab.		
		<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**

( 116 words - \_\_\_\_\_ ) ÷ 116 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
<p>The rocket is going very fast.</p>	<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>
<p>The shuttle orbits the Earth.</p>	<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>
<p>No one has been to Mars.</p>	<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>
<p>There is no liquid water on the Moon.</p>	<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>