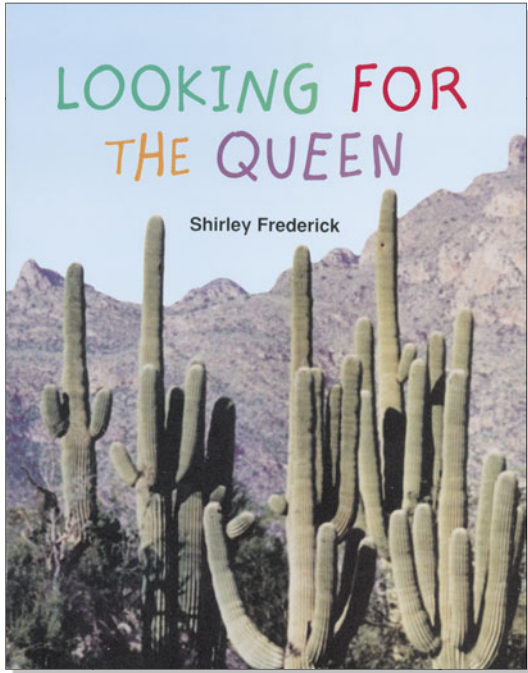


Looking for the Queen



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: NF28


Fountas and Pinnell: M

Lexile: 360

This nonfiction narrative introduces the Sonoran Desert in Arizona. As a girl and her father search for a desert flower called the Queen of the Desert, students can learn about the desert plants, animals, and environment. *16 pages, 711 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Cactus Words: arm desert nectar perfume spine store trunk</p>		<p>Virtual Nature Walk: Nature Walk Map</p> <p>All About Cactuses: Cactus Fact Book</p>	<p>Interpret Graphic Aids (PDF)</p> <p>Identify Sequence (PDF)</p> <p>Distinguish Fact from Opinion (PDF)</p> <p>Vocabulary Strategy: Context Clues (PDF)</p>

Build Background

Habitat Dioramas Discuss plants and animals students have seen in their neighborhood or in zoo habitats. Prompt students with questions such as: **What plants and animals live in your community? What do these places look like?** Have partners plan and build a simple diorama that shows animals and plants in their natural setting. Display the dioramas.

Materials

- shoe boxes, 1 per pair of students
- construction paper
- modeling clay
- art supplies

Build Vocabulary

Discover Cactuses Use pictures from www.desertusa.com or pages 6–7 to introduce cactus words. Hold up your arm and say: **This is my arm.** Point to a cactus arm and say: **This is a cactus arm.** Continue with gestures and these statements:

- ▶ **This is a cactus trunk. It is like a tree trunk.**
- ▶ **Cactus arms and trunks store, or hold, water.**
- ▶ **These are cactus spines. They are sharp like pins.**
- ▶ **Sometimes cactuses have flowers. Inside there is nectar. Nectar is like a sweet juice. Birds drink it.**
- ▶ **You can smell the perfume of the flower. It smells good.**
- ▶ **Cactuses grow in the desert.**

Key Vocabulary

arm
desert
nectar
perfume
spine
store
trunk

Display a KWL Chart and have students tell you what they know about cactuses. Say: **I want to know if any animals eat cactuses. What do you want to know?** Record their information:

<u>K</u> What Do I Know?	<u>W</u> What Do I Want to Learn?	<u>L</u> What Did I Learn?
<i>Cactuses have arms and trunks. The arms and trunks store water.</i>	<i>Do any animals eat cactuses? How long can cactuses live?</i>	



1 Preview the Book

Cover This photo book, called *Looking for the Queen*, has many facts about the **desert**. A desert can be a dry place. Who do you think the queen is?

Pages 2–3 Good readers can use their first language to understand new English words. I see the word *rocks*. I do not know what that word means. It looks and sounds like the Spanish word *rocas*. *Rocks* must be *rocas*. That makes sense. I see rocks in the picture.

Pages 4–5 There are many sentences on these pages. I'll read carefully to help me understand each idea. Let's read page 5 together. Maybe we can find out who or what the queen is.

Pages 6–7 A cactus plant can **store**, or hold, water in its **trunk** and **arms**. Cactuses have sharp needles called **spines**.

Pages 8–9 A hummingbird and a pack rat are two animals that eat desert plants. The hummingbird drinks **nectar** from a flower. Nectar is like sweet juice.

Pages 10–11 Many desert animals come out at night because the air is cool. What Spanish word sounds and looks like *air*? (*aire*) The English word *air* and the Spanish word *aire* mean the same thing. Translating into my first language helps me understand words I don't know.

Pages 12–13 These pages tell us that the night air smells like **perfume**. People wear perfume on their skin when they want to smell good. Where do you think the smell is coming from? The girl and her father see something gleaming, or shining. Do you think it's the queen?

Pages 14–15 The queen is a flower called Queen of the Night! Is the queen what you thought it would be?



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: Translate** Students may not know some words but may recognize that they are similar to Spanish words or words from other languages (page 3: desert/*desierto*; page 6: plant/*plantas*; page 10: color/*color*.) Remind students that they can translate words they do not know into their first language.

3 Respond to the Book

Virtual Nature Walk Have students close their eyes. Narrate a nature walk, such as the school grounds. Describe the land, animals, and plants. Then have students imagine a nature walk of their own in another place. Have students draw a map (suggest a bird's eye view) and provide labels or captions. Then have students use the maps to describe the nature walk to a partner.

All About Cactuses Elicit what students learned about cactuses. Use their responses to complete the KWL Chart. Have each student write a fact from the chart on one side of a card and draw a picture that illustrates the fact on the other side. Then have them assemble their cards into a group fact book. Suggest that they design a cover to complete the book.

Materials

- drawing paper
- art supplies

Materials

- index cards, 1 per student
- art supplies
- KWL Chart from **Picture It! Big Book**, page 9

Answers will vary. Sample response:

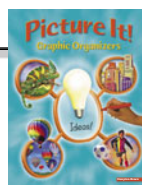
KWL Chart

Looking for the Queen

<p>K</p> <p>What Do I Know?</p>	<p>W</p> <p>What Do I Want to Learn?</p>	<p>L</p> <p>What Did I Learn?</p>
<p>Cactuses have arms and trunks.</p> <p>The arms and trunks store water.</p> <p>Cactuses grow in the desert.</p>	<p>Do any animals eat cactuses?</p> <p>How long can cactuses live?</p> <p>Why do cactuses have spines?</p>	<p>Pack rats eat cactuses.</p> <p>Some cactuses live to be 250 years old.</p> <p>Spines keep animals away.</p>

Use only a black dry-erase marker.

9



Picture It! Big Book, page 9

from Looking for the Queen

Take a Running Record		Number of Errors	Number of Self-Corrections	Assess Fluency
page				Student reads with appropriate: <input type="checkbox"/> expression <input type="checkbox"/> intonation <input type="checkbox"/> attention to punctuation <input type="checkbox"/> rate <input type="checkbox"/> phrasing
2	It is summer in Arizona, and we are visiting the desert. It is hot and dry here. The air is still and quiet. It has not rained for many weeks, and the sun blazes in the sky above. We have come to the desert looking for the queen.			
3	This desert is not just rocks and sand. Many plants and animals live here. Some animals live above the ground. Others live below. Some fly and some slither. They all have ways of getting water and staying out of the hot sun. If we are quiet, perhaps we will see some of the animals today. If we are lucky, perhaps we will see the queen, too.			Assess Strategy Use Self-Monitors: <input type="checkbox"/> asks questions <input type="checkbox"/> clarifies <input type="checkbox"/> paraphrases <input type="checkbox"/> uses visuals <input type="checkbox"/> confirms word meaning <input type="checkbox"/> uses punctuation clues <input type="checkbox"/> uses signal words Self-Corrects: <input type="checkbox"/> asks questions <input type="checkbox"/> rereads <input type="checkbox"/> reads on <input type="checkbox"/> searches for new clues <input type="checkbox"/> adjusts reading rate <input type="checkbox"/> translates <input type="checkbox"/> reduces amount read
		Total	Total	

Calculate Accuracy Rate

$$(114 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 114 \text{ words} = \text{_____} \%$$

Determine Instructional Needs

If Accuracy Rate Is → Then Have Student <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	Student needs more coaching in _____ _____
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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> <p>Hesitates or self-corrects after a miscue</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> <p>"Freezes" when faced with an unfamiliar or long word</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> <p>Substitutes an incorrect word that makes sense</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> <p>Substitutes an incorrect word that does not make sense</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.