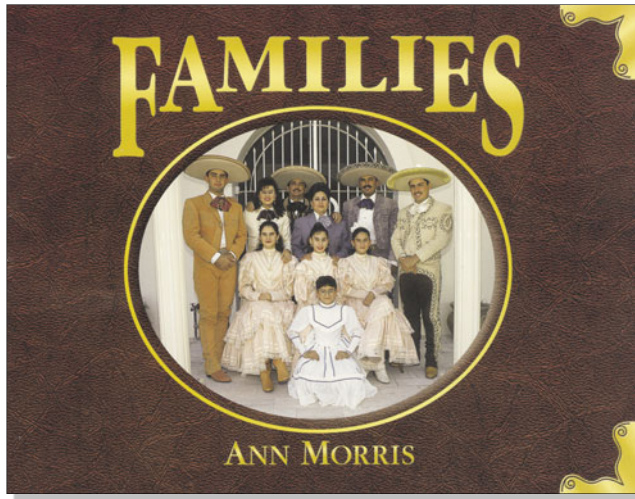


Families



Leveling Systems
Avenues: ● Beginning
DRA: NF16
Fountas and Pinnell: D
Lexile: 40

This expository book introduces all kinds of families and what they do together. Photos are presented in frames and other thematic treatments. Additional information is provided about each photo, and a world map provides a frame of reference.

32 pages, 128 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Family Words: adopted aunt brother cousin foster family grandparent parent sister stepparent uncle</p>	<p style="text-align: center;">Spotlight STRATEGY</p> <p style="text-align: center;">Personal Experience</p>	<p>Family Frames: Family Picture Presentations</p> <p>Family Scrapbooks: Pictures and Captions</p>	<p>Distinguish Literary Forms and Purposes (PDF)</p>

Build Background

Family-Time Pantomime Discuss things family members do together at home and outdoors. Organize students into pairs. Have students take turns pantomiming and guessing activities they do with their family.

Family Tree Invite students to write their family members' names on index cards. Have them draw a small picture of each person below the name. Explain that a family tree shows how family members are related to one another. Display a sample tree of your own family. Then have students organize their cards into family trees. Invite volunteers to share them.

Build Vocabulary

Family Relationships Display page 2 and point to the girl in the center photo. Explain that the people in the small photos are members of her family. Introduce each member: **This man is the girl's father. This woman is her mother.**

After you have introduced each member, say: **Some children have people who love and take care of them who are not their parents.** Explain stepparent, foster family, and adoption. List all of the Key Vocabulary words on chart paper as you explain.

Write each family word on an index card. Have students choose a card and identify the word either by pointing to a picture in *Families* or to the word on chart paper. If possible, ask the student a question using the word: **Do you have a brother?**

Key Vocabulary

adopted
aunt
brother
cousin
foster family
grandparent
parent
sister
stepparent
uncle

1 Preview the Book

Cover This book shows many kinds of families all over the world. The book looks like a photo album. Do you have pictures of your family in a photo album?

Pages 2–3 Look at the family on page 3. These children have the same **parents**, or mother and father. *Point to the children.* This girl is a **sister**. This boy is a **brother**.

Pages 4–9 Let's read the words on these pages together. All of these people are part of families.

Pages 10–13 Good readers use what they know in their own lives to understand what they read. I see family members helping each other on pages 12 and 13. *Describe something you do with your family that supports the concept.*

Pages 14–19 Do these pictures show something you do with your family? How do you celebrate holidays or special family days?

Pages 20–21 Look at page 21. These children are probably **cousins**. A cousin is the child of an **aunt** or an **uncle**. Your aunt is your mother or father's sister. Your uncle is your mother or father's brother.

Pages 22–23 Let's read page 23 together. Sometimes a mother or a father marries someone new. That new parent becomes a **stepparent**. How are these families like yours?

Pages 24–26 The boys on page 24 live with a **grandparent**. A grandparent is a parent of your mother or father. These children may not be able to live with their families, so a **foster family** takes care of them. The children on page 25 are **adopted**. Their parents chose them.

Pages 27–29 These families from all over the world love and care for each other.

Pages 30–32 These captions tell about where the families live. Let's read a few. Then we can find the places on the map.



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 identify with all the family activities shown, or with a family size that is different from their own. Suggest that these students think about personal experiences they have had doing different activities in different-sized groups at school.

3 Respond to the Book

Family Frames Discuss the decorative picture frames on pages 4, 8, 17, and 18 of *Families*. Then have students draw a family portrait. Invite students to make their own picture frames using craft sticks and other art supplies. Volunteers can tell who is in their picture and what special things they do together.

Family Scrapbooks Complete a Main-Idea Diagram for one of the book's main ideas: *Families do many things together*. Ask students to give you details from the story that support this main idea. List their responses in the chart. Then invite students to

- draw pictures of five things they do with their family based on the details in the chart
- caption each picture with the following sentence frame:
I _____ with my family.
- combine the pages
- create a cover.

Students can take their scrapbooks home to share with their family.

Materials

- cardboard or heavy drawing paper
- art supplies

Materials

- drawing paper, 5 sheets per student
- art supplies
- Main-Idea Diagram from *Picture It! Big Book*, page 10

Answers will vary. Sample response:

Main-Idea Diagram

Families

Main Idea: *Families do many things together.*

Detail: *Families have fun together.*

Detail: *Families work together.*

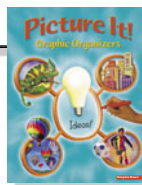
Detail: *Families cook together.*

Detail: *Families eat together.*

Detail: *Families celebrate holidays together.*

10

Use only a black dry-erase marker.



Picture It! Big Book, page 10

from Families

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
20	Families come in all sizes. Some children have brothers and sisters. Others have none.		
21	Some children have lots of aunts and uncles and cousins. Others have fewer.		
22	Some children live with their mothers and fathers.		
23	Others have stepparents or live with just one parent.		
24	Some children live with a grandparent or a foster family.		
25	Others are adopted by parents who chose them specially,		
26	but all children are part of families.		
		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


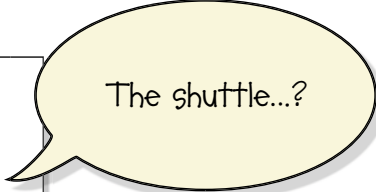

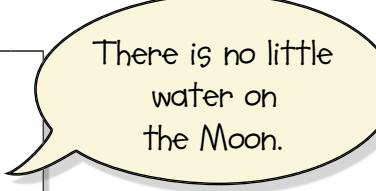
(70 words - _____) ÷ 70 words = _____ %
total errors

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.