


Good News



Leveling Systems
Avenues: ● Beginning
DRA: 4
Fountas and Pinnell: D
Lexile: 70

Good news travels by many forms of communication before getting to all the family members. A glossary with labeled pictures helps students master new vocabulary, while photos with captions tell this realistic story. *16 pages, 61 words*

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>Communication: call e-mail FAX letter news phone send</p> <p>Family Words: cousin dad father mom mother</p>	<p style="text-align: center;">  Reference Aids </p>	<p>My News: Communication Drawings</p> <p>Spreading the News: Story Retelling</p>

Build Background

Communication Write “Communication” on the board. Ask questions about ways we communicate. Say:

- ▶ **What can we write to a friend?** (e-mail)
- ▶ **What do we use to talk to a friend?** (telephone)
- ▶ **What do we watch to see the news?** (television)
- ▶ **What can we listen to to hear the news?** (radio)

Build Vocabulary

Ways to Communicate Have students look at pages 2–3 and give a word to complete each sentence:

- *I call my friend on the _____.* (phone)
- *I use the computer to send an _____.* (e-mail)
- *At the office, my mom gets a _____.* (FAX)
- *I opened an envelope and read the news in the _____.* (letter)

Have partners discuss the ways to communicate.

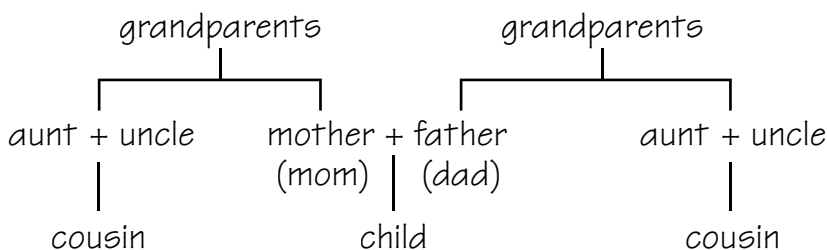
Family Conversation Draw a family tree and identify *mother (mom)*, *father (dad)*, and *cousin*. Share this conversation:

Child: Mom, what should we do for Father’s Day?

Mother: What about Mother’s Day? It comes first.

Child: Let’s have a family dinner and invite aunts, uncles, and cousins. I’ll ask Dad to help.

Have partners make up and practice family conversations.



Key Vocabulary

call
e-mail
FAX
letter
news
phone
send

Key Vocabulary

cousin
dad
father
mom
mother

1 Preview the Book

Cover In this family picture there is a **mother**, **father**, and son. These are their **cousins**. Cousins are children of aunts and uncles. This book is realistic fiction. It tells a story that could really happen, such as a family sharing news.

Pages 2–3 These pages are called “Words to Know.” They show you some of the book’s important words. You may come back here as you read to check a word’s meaning.

Pages 4–5 Ali gets a **letter**. He is smiling. The letter tells about something that happened. It is good **news**. What do you think the good news is?

Pages 6–7 This is Ali’s mother. Her name is Zeina. Ali **calls** her on the **phone**. He’s holding the letter. I think he’s telling his **mom** the news that he read in the letter.

Pages 8–9 When good readers find an important word they don’t know, they look it up in a dictionary, glossary, or in another part of the book. I’m not sure what a **FAX** is. I can look on page 3. I see that it’s like a phone, but you can **send** your message on paper.

Pages 10–11 This is Ali’s father, or **dad**. His name is Hassan. He gets the FAX. Why do you think he looks happy? (It is good news.)

Pages 12–13 Hassan sends an **e-mail**. I’m not sure how e-mail works. I should look it up to understand better. I’ll check page 3 again. I see that you use the computer and you type in an address and a message.

Pages 14–15 These are people in Ali’s family. Maybe this hand on a computer mouse is Hassan’s. These lines all say “e-mail.” These visuals show me that Hassan’s e-mail is going to many people in the family.

Page 16 Here’s the e-mail that Ali’s dad sent to the family. Let’s read the good news together.



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 not understand how different types of communication work (pages 5, 6, 9, and 13). Remind them to confirm word meanings using a dictionary, glossary, or other parts of the book.

3 Respond to the Book

My News Encourage students to think about different ways they share news. Invite them to draw a picture of the person on one side of a piece of paper and the devices they use to communicate with that person on the other side. Ask students to discuss their pictures with a partner. Then have students share what they learned about their partner with another student.

Spreading the News Ask students to record the order that the news is spread in *Good News* on a Sequence Chain. Have partners write a descriptive caption for a different step. Students can look carefully at the pictures in the book to describe what is happening. For example: *Ali takes letters out of the mailbox. He reads one of the letters and smiles.* Then have students come together to add their captions to the Sequence Chain. Have them retell the story using sequence words such as *first*, *next*, and *last*.

Materials

- drawing paper
- art supplies

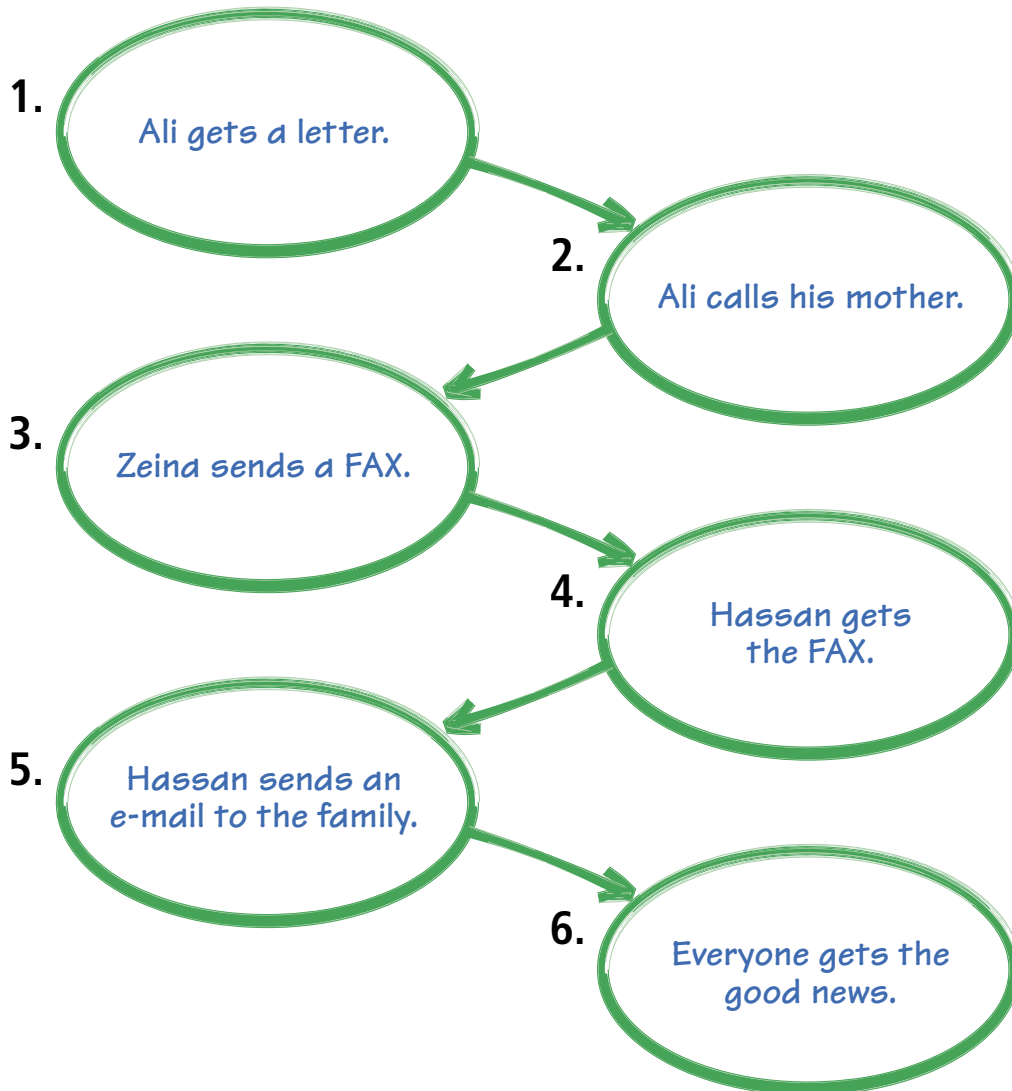
Materials

- Sequence Chain from *Picture It! Big Book*, page 13

Answers will vary. Sample response:

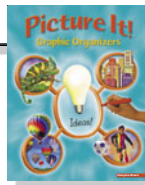
Sequence Chain

Good News



Use only a black dry-erase marker.

13



Picture It! Big Book, page 13

from Good News

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	This is Ali Makki.		
5	Ali gets a letter. It is good news.		
6	Ali calls his mother on the phone.		
7	This is Zeina Makki.		
8	Zeina gets the good news.		
9	Zeina sends a FAX to Ali's father.		
10	This is Hassan Makki.		
12	Hassan gets the good news.		
13	Hassan sends an e-mail to the family.		
14	This is the Makki family.		
16	Now everyone gets the good news. Good news!! Cousin Layla and Nour Gandour are coming to live with us!		
		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


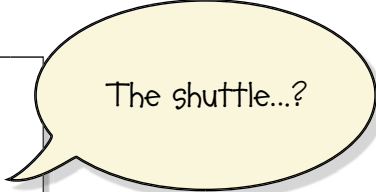

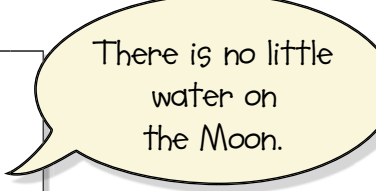
(75 words - _____) ÷ 75 words = _____ %
total errors

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.