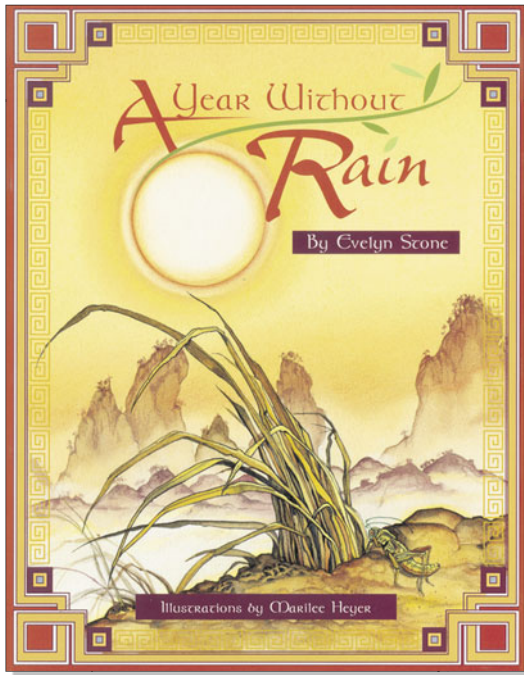


A Year Without Rain



Leveling Systems
Avenues: ● Beginning
DRA: 8
Fountas and Pinnell: E
Lexile: 10

This legend tells a story with a message about cooperation. Cardinal and ordinal numbers organize the sequence of events. Patterned text and rich art support the content, explaining what happened in a year when there was no rain. *16 pages, 137 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Cardinal Numbers: ten twenty thirty forty fifty hundred</p> <p>Ordinal Numbers: first second third fourth fifth tenth</p>	<p>Spotlight STRATEGY</p> <p>Ask Questions; Reread</p>	<p>Moral of the Story: Extend the Book</p> <p>Story Events: Story Retelling with Props</p>	<p>Analyze Story Elements: Plot and Setting (PDF)</p> <p>Identify Sequence (PDF)</p>

Build Background

It's Raining! Create the sound of an approaching storm in your classroom. Have students follow your lead:

- Make the sound oooo, then say: **I hear the wind.**
- Tap fingers on a desk or table—slowly and lightly at first, then faster and harder. Say: **It is starting to rain.**
- Slap hands on a desk or table. Say: **Now it's raining hard!**
- Stamp feet and clap hands. Say: **Now I hear thunder!**
- Reverse the order of these actions and say: **Now the storm is going away.**

Build Vocabulary

Number Word Go Fish Use pages 2–3 to introduce numbers and number words. Have students make two sets of cards: one set with numbers and one set with number words. Mix and divide the cards equally. Each player shows a card and requests its match: **I have number 6. I need the number word six.** Completed pairs are set side by side in the center. The first player to finish a hand wins.

Sequence Race Use pages 2–3 to introduce ordinal numbers. Write the ordinal numbers *first* through *tenth* on cards. Attach a card to each student's back, but do not let them see the cards yet. Using a timer or stop watch, challenge students to work as a team, read the cards, and line up in order as quickly as possible. Repeat, attaching the cards to different students' backs. Challenge students to beat their previous time.

Key Vocabulary

ten
twenty
thirty
forty
fifty
hundred

Key Vocabulary

first
second
third
fourth
fifth
tenth

1 Preview the Book

Cover This picture shows sunny, dry weather. This story is about a time when there was no rain for a year. It is a legend—a story that has been told for many, many years.

Pages 2–3 This chart shows numbers 1 through 1,000. Next to the number 10 there are **ten** grains of rice and the word *ten*. One spoon shows ten grains of rice. *Write the numeral 20.* How many spoons are used to show **twenty** and **thirty**? (two; three) This boy is **first** in line. *Hold up one finger.* This woman is **second**. Who is **tenth**? (an old woman)

Pages 4–5 Why do these people look sad? Good readers ask these kinds of questions and then reread to find out. There is no rain. They are hungry. Now I know why they look sad.

Pages 6–7 The hungry people ask for rice. The words in purple boxes show their question. People all over the land are listening. What do you think they'll do?

Pages 8–9 The people are sharing their rice. How much rice do they give? I'm not sure, so I'll reread. Page 8 says each child gives one bowl of rice. The monks each give two bowls of rice.

Pages 10–11 The people in the village come **third**. Each person gives three bowls of rice. The merchants, who buy and sell things, come **fourth**. Each merchant gives one bag of rice.

Pages 12–13 The lords who own land come **fifth**. They each give two bags of rice.

Pages 14–15 The emperor is the leader of the country. He gives one thousand jars of rice. Who gave the most rice?

Page 16 Let's read this page together to find out how the legend ends. The people in line don't have rice. When they get to the front of the line, this man gives them a pot of rice. How do you think they feel? (happy, grateful)



**Spotlight
STRATEGY**
Ask Questions;
Reread



**Introduce
and Model**



Apply

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: Ask Questions and Reread** Students may experience comprehension breakdowns about the different groups giving rice and how much they give (pages 8, 9, 10, 11, 12, 14, 15). Remind these students to ask questions and reread to find answers.

3 Respond to the Book

Moral of the Story Explain that *A Year Without Rain* teaches a lesson, or moral. Have partners discuss what the moral is, such as: *Sharing saves the day*. Then have them add a page to the end of the book. The page should tell the moral of the story. It could also include an illustration. Partners can then compare their pages.

Story Events Display a Problem-and-Solution map. Guide students in finding the story problem, events, and solution. Each event box will contain two groups of people.

Then assign each student a role, such as child or monk. Have students use craft materials to make the number of bowls, bags, or jars appropriate for their role. (The emperor can draw a jar of rice with 1000 written on it.) Students can use the props to act out the story.

Materials

- drawing paper
- art supplies

Materials

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

Answers will vary. Sample response:

Story Map: Problem-and-Solution

A Year Without Rain

Problem: There is no rain. The crops do not grow. The people do not have enough rice to eat.

Event 1: The children each give one bowl of rice. The monks each give two bowls of rice.

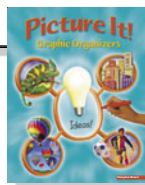
Event 2: The villagers each give three bowls of rice. The merchants each give one bag of rice.

Event 3: The lords each give two bags of rice. The emperor gives one thousand jars of rice.

Solution: Everyone shared some rice. Now there is enough for all the people.

Use only a black dry-erase marker.

19



Picture It! Big Book, page 19

from A Year Without Rain

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	In a year without rain, the crops do not grow.		
5	Many people are hungry. "Who will give us rice?" they cry.		
6	Their cry goes all over the land.		
8	The children come first. What do the children give? Each gives one bowl of rice.		
9	The monks come second. What do the monks give? Each gives two bowls of rice.		
10	The villagers come third. What do the villagers give? Each gives three bowls of rice.		
11	The merchants come fourth. What do the merchants give? Each gives one bag of rice.		
12	The lords come fifth. What do the lords give?		
13	Each gives two bags of rice.		
		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

(103 words - _____) ÷ 103 words = _____ %

total errors

Determine Instructional Needs

<p>If Accuracy Rate Is →</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% <input type="checkbox"/> between 90–94% <input type="checkbox"/> 95–100% 	<p>Then Have Student</p> <ul style="list-style-type: none"> read a lower-level text continue at this level 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.	The rocket is gro... going very fast.	<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.
	Hesitates or self-corrects after a miscue	
The shuttle orbits the Earth.	The shuttle...?	<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.
	"Freezes" when faced with an unfamiliar or long word	
No one has been to Mars.	Nobody has been to Mars.	<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.
	Substitutes an incorrect word that makes sense	
There is no liquid water on the Moon.	There is no little water on the Moon.	<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.
	Substitutes an incorrect word that does not make sense	

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.