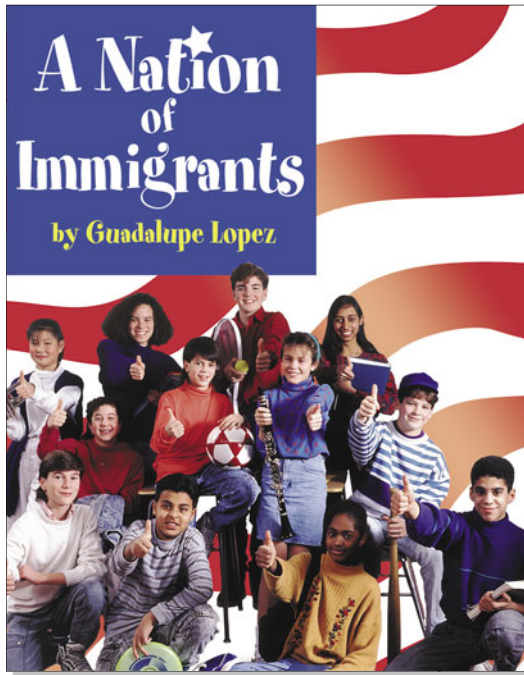


A Nation of Immigrants



Leveling Systems
Avenues: ● Beginning
DRA: NF28
Fountas and Pinnell: G
Lexile: 230

This nonfiction book shows some of the contributions immigrants have made to the U.S. Rhyming text presents the main idea and supporting details, while expository captions give additional information. Meaningful visuals support the content. *16 pages, 528 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Immigration: born come from country immigrant nation United States</p> <p>Occupations: actor athlete entertainer inventor teacher</p>	 <p>Translate</p>	<p>Career Collage: Group Book</p> <p>Faces of America: Main-Idea Display</p>	<p>Draw Conclusions (PDF)</p> <p>Distinguish Literary Forms and Purposes (PDF)</p>

A Nation of Immigrants

Build Background

Immigration Simulation Display a world map and have students find the country where they, their family, or someone they know lived before coming to the U.S. Invite students to trace the journey from the country of origin to the U.S. Explain the concept of immigration: **When people come to live in a new country, it's called *immigration*. The people who come to live in a new country are *immigrants*.**

Materials

- world map
- yarn or string
- pushpins

Build Vocabulary

Immigration Interview Model an interview using words related to immigration:

Q: What country or nation were you born in?

A: I was born in the United States.

Q: Is anyone in your family an immigrant?

A: Yes. My father is an immigrant.

Q: Where does he come from?

A: My father comes from India.

Key Vocabulary

born
 come from
 country
 immigrant
 nation
 United States

Post the questions and have students interview a partner. Record the information in a chart:

Immigrants	Nations/Countries
Pablo's mother	Mexico
Anna	Lithuania

Occupations Use role-play or photos in the book to introduce occupations. For example, point to Sammy Sosa on page 4 and say: **He is an athlete. He plays baseball.** Then have students choose an occupation and explain it to a partner:
S/he is _____. S/he _____.

Key Vocabulary

actor
 athlete
 entertainer
 inventor
 teacher

1 Preview the Book

Cover A **nation** is a **country**, like the United States, England, or Vietnam. Many people who live in the U.S. **come from** other countries. They are **immigrants**. This nonfiction book gives information about immigrants.

Pages 2–3 This circle graph tells how many people came to the **United States** from different parts of the world in 2002. Where did the most people come from? (Mexico and Central America) Where did the fewest people come from? (South America)

Pages 4–5 Good readers use what they know in another language like Spanish to help them understand English words. Look at the word **athletes** on page 4. The Spanish word for someone who plays sports is *atleta*. This can help you understand the meaning of the English word *athletes*.

Pages 6–7 The word **inventors** looks like the Spanish word *inventar*, which means to invent or to make something. These people must be the inventors who made the radio and jeans. This man invented basketball. The captions tell where each inventor was **born**.

Pages 8–11 What visuals do you see on these pages? (books) What do you think these people do? (they write books) Turn the page. **Teachers** help students learn.

Pages 12–13 These people are **entertainers**, or **actors**, dancers, and singers. What are they doing? Name some entertainers you know. What do they do?

Pages 14–15 Read number one. You can find the answer on the pages about athletes. Let's try to find the answer for the other questions together.

Page 16 Look at the picture. This side is the West Coast and this side is the East Coast. What do you think a *coast* is? Tell what you think the sentence on this page means.



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 be unfamiliar with some new words (cover: immigrants/*immigrantes*; page 16: state/*estado* and coast/*costa*). Remind these students to translate by using their own language to help them understand these new words.

3 Respond to the Book

Career Collage Encourage students to think about what career they want to pursue and have them make a personal career collage, using visuals to portray aspects of the career. Students can add photos or drawings of people already pursuing that career, along with informational captions. Publish completed work in a group career book.

Faces of America Display a Main-Idea Diagram. Guide students in finding the main, or most important, idea in *A Nation of Immigrants*. Elicit important details that support that idea. Then have students

- draw a bulletin-board or wall-sized outline of the U.S.
- write the main idea along the top
- add pictures that represent each of the supporting details, paste them on the mural, and label them. For example: *Immigrants play sports.*

Materials

- magazines to cut up
- art supplies

Materials

- butcher paper
- art supplies
- Main-Idea Diagram from *Picture It! Big Book*, page 10

Answers will vary. Sample response:

Main-Idea Diagram

A Nation of Immigrants

Main Idea: *Immigrants help make the U.S. great.*

Detail: *They play sports.*

Detail: *They invent.*

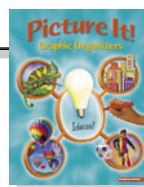
Detail: *They entertain.*

Detail: *They teach.*

Detail: *They write books.*

Use only a black dry-erase marker.

10



Picture It! Big Book, page 10

from A Nation of Immigrants

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	People come to the U.S. to be free. They come to be who they want to be.		
3	Some come when they're young. Some come when they're old. They bring their dreams, big and bold.		
4	Some are great athletes. They leap and run.		
6	Some are inventors of things that are fun.		
8	Some write the books that you like to read.		
10	Some are the teachers who help you succeed.		
12	Some entertain us on screen and on stage.		
14	What do you think they did at your age?		
16	From coast to coast and state to state, immigrants help make the U.S. great!		
		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


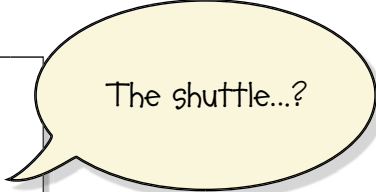

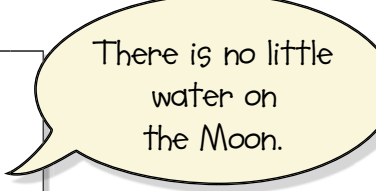
$(98 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 98 \text{ words} = \text{ } \%$
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Determine Instructional Needs

<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.