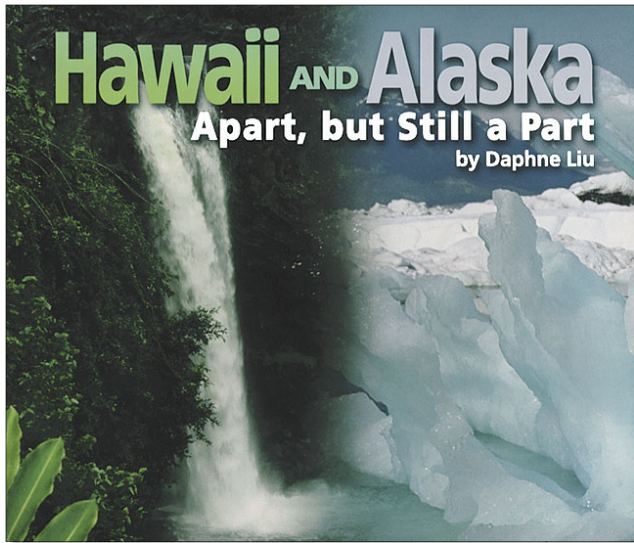


Hawaii and Alaska




Leveling Systems
Avenues: ● Beginning
DRA: NF38
Fountas and Pinnell: I
Lexile: 370

This nonfiction book compares Hawaii and Alaska, including climate, people, history, and state symbols. Charts, headings, labels, and captions provide information and details on each topic. Maps, photos, and graphics provide strong visual support.

16 pages, 394 words

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>State Words: climate geography history people state symbol</p>	<p style="text-align: center;"> Use Visuals</p>	<p>Facts About Our State: Trivia Game</p> <p>Compare Alaska and Hawaii: Summary Statements</p>

Build Background

State Map Locate your state on the U.S. map. Point out your town, other big towns or cities, parks, rivers, and so on. Then have partners trace your state shape onto a large sheet of paper.

They can study the state map and choose several places to draw onto their maps. Have them present their maps to the group, pointing out the locations they included. Challenge them to tell about places they have visited or would like to visit.

Design a Postcard Make or display a postcard that shows a state symbol, your State Capitol, an attraction, or other information about your state. On the back, write a message telling what you like about your state. Then have partners illustrate and write postcards to each other.

Materials

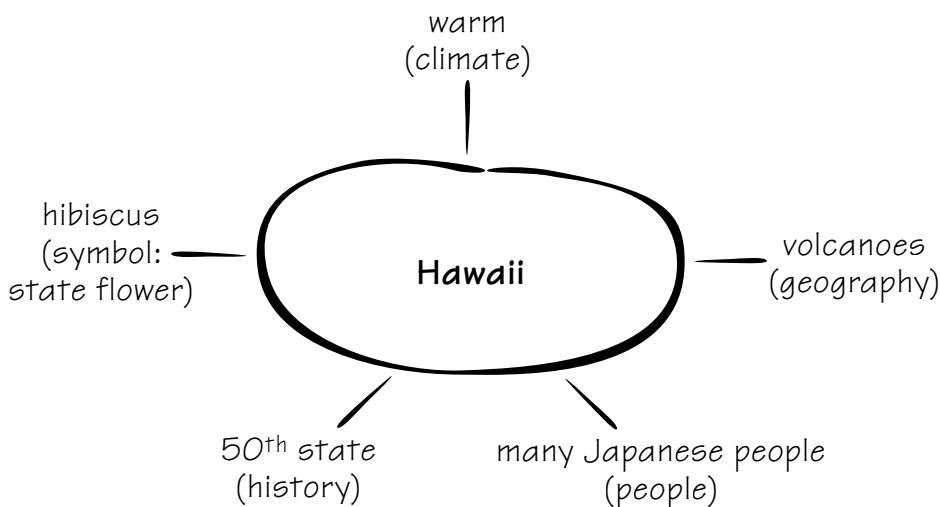
- United States map
- state map
- large paper, 1 piece per pair
- art supplies

Materials

- blank index cards
- art supplies

Build Vocabulary

My State Make a web about your state. Guide students to add details about its weather, nature, people, history, and symbols, like the flag or flower. Add Key Vocabulary after students have supplied the details.



Key Vocabulary

- climate
- geography
- history
- people
- state
- symbol

1 Preview the Book

Cover Hawaii and Alaska are part of the United States. This nonfiction book gives facts about them. What do the photos show? (waterfall, ice and snow)

Pages 2–3 On this map, the U.S. is green. It has 50 parts, or **states**. *Point to the continental U.S.* There are 48 states here. Alaska and Hawaii are states, too. They are far away, or apart, from the others. How does this help you understand the title of the book?

Pages 4–5 Let's read the headings. What are these pages about? (geography) When we study **geography**, we study places and the plants and animals that live there.

Pages 6–7 Good readers use visuals, such as photos and charts, to help them understand what they read. This page is about **climate**. The photo shows cold weather. The chart shows the temperature each month. These visuals help me understand that *climate* is like *weather*.

Pages 8–9 See the dollar sign next to the heading? These pages are about money. Which page tells about Alaska? (left) Which tells about Hawaii? (right) Do you see a pattern? (left pages are about Alaska; right pages are Hawaii)

Pages 10–11 How can you tell what pages 10 and 11 are about? (look at the symbols and headings) Let's read the sentences under the headings to find out how many **people** live in Alaska and Hawaii. Which state has more people?

Pages 12–13 Here's a time line. The dates are in order. The captions and pictures tell what happened in the past. This page must be about the **history** of Alaska.

Pages 14–16 A flag is a **symbol**. Here's the Alaska state flag and other symbols of Alaska. Look at page 16. This map shows all 50 states. Alaska and Hawaii are far from the other 48 states, but on this map, they're in boxes close to the other states so they fit on the page.



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: Use Visuals** Students may experience comprehension breakdowns when the topic switches every two pages (pages 4, 6, 8, 10, 12, 14, 16). Remind these students to use visuals to help them understand the switch of topic from Alaska to Hawaii.

3 Respond to the Book

Facts About Our State Divide the group into two teams. Have each team create quiz cards with a question on one side and an answer on the other. Encourage them to find facts using research materials. Cards might tell, for instance, how many people live in your state or the name of your state flower or bird.

Help students write simple questions and answers about geography, climate, economy, people, history, and symbols. Use the facts to play a trivia game. Have teams take turns reading and answering the questions.

Compare Alaska and Hawaii Display a Venn Diagram. Assign each pair of students a topic, including geography, climate, economy, people, history, and symbols. Have partners complete a Venn diagram comparing, for instance, the economy in Alaska and Hawaii.

Help students write a summary statement for each Venn Diagram, such as *Alaska and Hawaii both earn money from visitors and seafood*. Then post all of the work. Add a heading such as, *How Alaska and Hawaii Are Alike and Different*.

Materials

- index cards
- almanacs, maps, encyclopedias, etc.

Materials

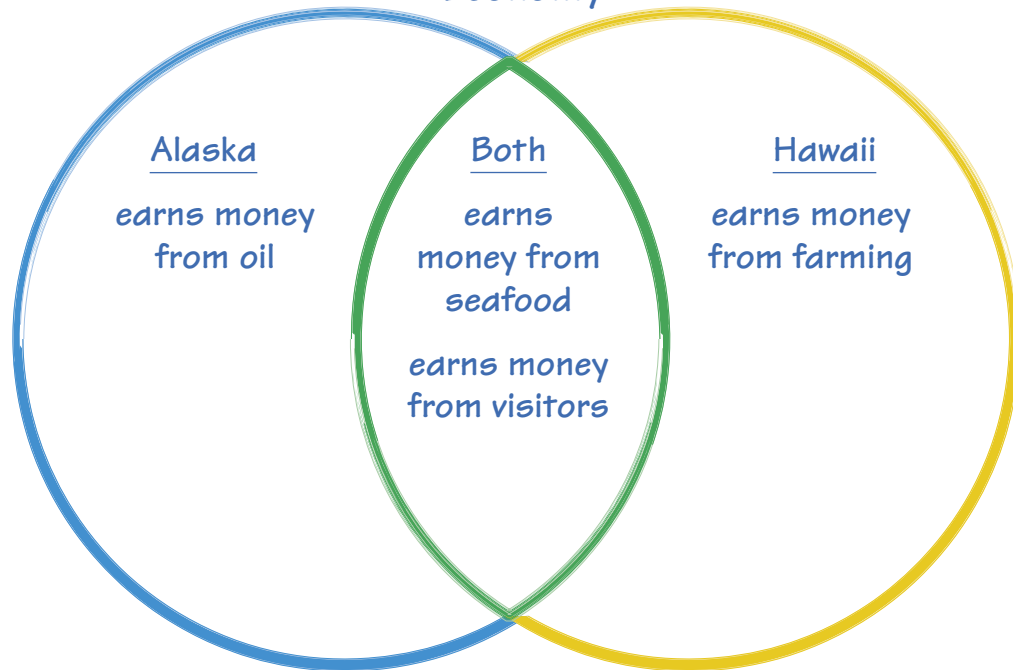
- Venn Diagram from *Picture It! Big Book*, page 24

Answers will vary. Sample response:

Venn Diagram

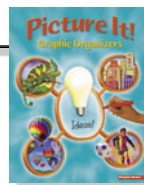
Hawaii and Alaska

Economy



24

Use only a black dry-erase marker.



Picture It! Big Book, page 24

from Hawaii and Alaska

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	There are 50 states in the U.S. Alaska and Hawaii are far away from the other 48 states.		
4	Alaska has many special places, plants, and animals.		
5	Hawaii has many special places, plants, and animals, too.		
6	Alaska has very cold weather in the winter.		
7	Hawaii has warm weather all year.		
8	Alaska earns most of its money from oil, visitors, and seafood.		
9	Hawaii earns most of its money from visitors, farming, and seafood.		
		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

$$(71 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 71 \text{ words} = \text{ ______ } \%$$

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
<p>The rocket is going very fast.</p>	<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.
<p>The shuttle orbits the Earth.</p>	<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.
<p>No one has been to Mars.</p>	<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.
<p>There is no liquid water on the Moon.</p>	<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
<p>Craters look like dark circles when you look up at the Moon.</p>	<p>Craters look like dark when you look up at the Moon.</p> <p>Skips important words</p>	<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.
<p>There are mountains on the Moon.</p>	<p>There...are mountains...on...the... Moon</p> <p>Reads slowly, word-by-word, without comprehension</p>	<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.
<p>That's one small step for man, one giant leap for mankind.</p>	<p>That's one small / step for / man, one / giant leap for / mankind</p> <p>Reads aloud with poor phrasing</p>	<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.
<p>The Moon is full tonight.</p>	<p>TheMoonisfulltonight</p> <p>Reads quickly, without comprehension</p>	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
<p>The Moon is Earth's only natural satellite.</p>	<p>?</p> <p>Gets stuck; is unable to use any strategies</p>	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.