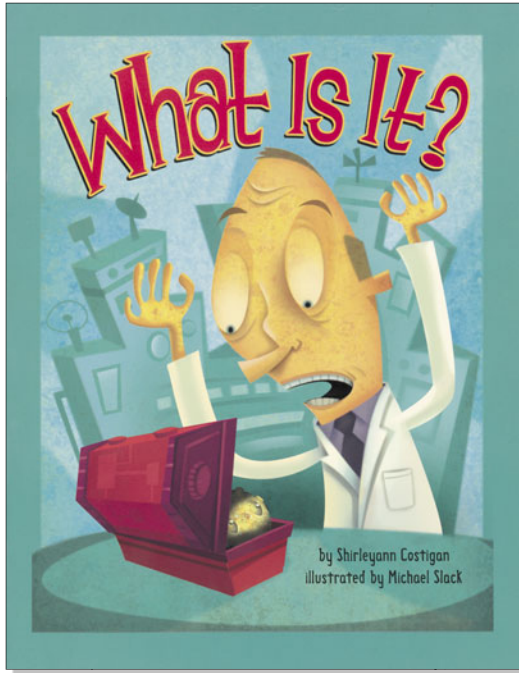



What Is It?



In this humorous fantasy, an astronaut brings something back from space. As the object is passed around from worker to worker, everyone wonders, "What is it?" Simple patterned text and questions will lead students to predict what the astronaut found. *16 pages, 53 words*

Leveling Systems
Avenues: ● Beginning
DRA: 6
Fountas and Pinnell: D
Lexile: BR

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>Careers: astronaut letter carrier museum director musician office worker scientist</p> <p>Action Words: discover dress (verb) find lose teach</p>	<p style="text-align: center;">  Adjust Rate; Purpose </p>	<p>What Is It?: Riddles</p> <p>Who? and What?: New Chapters</p>

What Is It?

Build Background

Sort Rocks Bring in (or have students bring in) rocks to examine. Encourage students to draw and describe the size, shape, color, texture, and any unusual features of each rock. Then have partners sort them in as many different ways as possible. Encourage partners to share with the group all the ways that they sorted the rocks.

Materials

- variety of interesting rocks

Build Vocabulary

Workers Use pages 2–3 of the book to present the names of workers. Point to the musician and the astronauts and say: **This is a musician. He plays music. These are astronauts. They fly into space.** Continue for all of the workers. Explain that a museum director is the head of a museum. Then have students point to and name the workers and tell about them:

This is a _____. He/she _____.

Key Vocabulary

astronaut
letter carrier
museum director
musician
office worker
scientist

Action Charades Display the Key Vocabulary. Point to each word as you demonstrate the action. For example, you can act out losing and finding an object. Then write the words on index cards. Then play Charades. When there is a successful guess, have students describe the action in a complete sentence using the word: *She **finds** the book in her bag.*

Key Vocabulary

discover
dress (verb)
find
lose
teach

What Is It?

1 Preview the Book

Cover This story is a fantasy. It's about something that couldn't really happen. What do you think is in the box?

Pages 2–3 This page shows workers. A **musician** plays an instrument. **Office workers** work in an office building.

Page 4 This is an **astronaut**. An astronaut is someone who explores space. This astronaut **discovers**, or finds, something. Good readers set a purpose before they read. They read to find out, to enjoy, or to learn. I'll read to find out what the astronaut discovered. Good readers might read fast when they read for fun. But they read slowly when they want to understand. This book looks fun and easy, so I'll read quickly.

Pages 5–7 A **scientist** studies animals, plants, space, and other things. This scientist **loses** the box. The motion lines near the woman's arm show that she accidentally bumps the box. It falls into a big box of mail. The **letter carrier** brings the mail to the museum.

Page 8 The **museum director** is in charge of the museum. The object jumps out of the box. It has eyes, arms, and legs! What is it? What's our purpose—why are we reading? (to find out what the object is) Will you read quickly or slowly?

Pages 9–11 A boy **finds** it and takes it to school. The students **dress** it. It's wearing clothes!

Pages 12–13 What do the teachers **teach** it to do? (read, play basketball, do an experiment, play the guitar) Let's read the poster on page 13.

Pages 14–15 This is a concert. The band plays music. The object is playing with the band.

Page 16 It's a rock star! A star is someone who is famous. Rock is a kind of music, short for rock and roll. What's funny about this rock star? (It's really a rock.)

**Spotlight
STRATEGY**

**Adjust Rate;
Purpose**

**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: Set Purpose and Adjust Rate** Students may be reading at an inappropriate rate or without a purpose in mind. Remind them to establish a purpose for reading and to adjust their rate of reading depending on the purpose.

3 Respond to the Book

What Is it? Display the objects. Then model telling a riddle about one of the objects. For instance: **You lick it and stick it on an envelope. Then you can mail the envelope to someone. What is it?** (a stamp)

Invite students to look around the room and choose something to write a riddle about. Have each student write a riddle on the front of an index card, and then write and draw the answer on the back. Students can then read and try to guess the answers to each other's riddles.

Who? and What? Label the columns of a T Chart *Who?* and *What?* Help students identify each person in the book. List them in the *Who?* column. Ask what each person does to the rock and write these answers in the *What?* column.

Invite each student to imagine a new character and action and fill in the *Who?* and *What?* columns. Have students make a statement using the information, such as, *A bus driver finds it and drives it to Texas.* Encourage them to use this information to create a new chapter for the book. Students can illustrate their chapters and share them with the group.

Materials

- variety of common objects
- index cards

Materials

- T Chart from **Picture It! Big Book**, page 20

Answers will vary. Sample response:

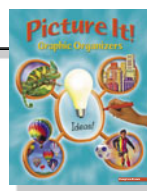
T Chart

What Is It?

Who?	What?
astronaut	discovers it
scientist	loses it
letter carrier	picks it up and drops it off
museum director	lets it go
boy	finds it and takes it to school
students	dress it
teachers	teach it
band	hires it
audience	loves it

Use only a black dry-erase marker.

20



Picture It! Big Book, page 20

What Is It?

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	What is it? The astronaut discovers it.		
5	The scientist loses it.		
6	The letter carrier picks it up...		
7	...and drops it off.		
8	The museum director lets it go.		
9	A boy finds it.		
10	He takes it to school.		
11	The students dress it.		
12	The teachers teach it.		
14	The band hires it.		
15	The audience loves it. What is it?		
16	A rock star!		
		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

(58 words - _____) ÷ 58 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.	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.