

Teacher's Guide for...



I Like to Visit

Teacher's Guide written by Susan Nations, M.Ed.

How to use this guide:

This Teacher's Guide contains information and notes for the guided reading series titled *I Like to Visit*. This series contains six books designed to help students develop their literacy skills and introduce them to nonfiction text as they learn and discover more about visiting familiar and exciting places. The Teacher's Guide provides skill and strategy lessons for each title in the context of guided reading. An explanation of guided reading in the context of balanced literacy can be found on pages 1–3 of this guide. The last page contains a bibliography of professional resources that may help you as you create a balanced literacy classroom.

Creating a Balanced Literacy Classroom

Read Aloud:

Reading aloud provides a model of fluency and builds listening comprehension. You read to the students, acting as both author and reader (Mooney, 1990). Students are released from the responsibility of concentrating on the mechanics of reading. Reading aloud may occur with the entire class, a small group, or an individual child.

Shared Reading:

Shared reading mirrors the bedtime story, when reader and child interact with the text (Holdaway, 1979). You read with the students as they interact with text they cannot read for themselves (Mooney, 1990). This allows active participation as you explicitly teach and model reading strategies. Students have visual access to the text in the form of big books, charts, overhead transparencies, etc. Shared reading usually occurs with the entire class.

Guided Reading:

Guided reading provides a small group of students the opportunity to talk, think, and question their way through text (Mooney, 1990). Each student holds a copy of the text. Reading is done by the individual students, while the teacher coaches. The teacher determines supports and challenges to match the reader with the text.

Independent Reading:

Independent reading occurs at all stages of reading development. Students assume full responsibility and know where to go for help when their comprehension breaks down. The reading is done completely by the students, which offers them an opportunity for fluency building.

Modeled Writing:

Modeled writing is a time for students to watch and listen as you think, talk, and write about any topic. As you write, think aloud about strategies, conventions, ideas, and language. This places you in the role of an author. You hold the pen as you write about your ideas! Modeled writing usually occurs in front of the whole class.

Shared Writing:

Shared writing encourages you and the students to collaborate on a piece of writing together. Students share ideas and you record them. Together you negotiate ideas, language, and conventions about writing. You hold the pen and record contributions. Shared writing may occur with the entire class or a small group.

Guided Writing:

Guided writing follows modeled or shared writing. This is the time for students to try out the skills and strategies you have modeled. As students write, you provide support and guidance through individual or small group conferences.

Independent Writing:

Independent writing allows students to experiment, gain fluency, and write freely. Sources of support such as word lists, word walls, and/or dictionaries should be present for student use. Students should be explicitly taught when and how to use the resources in the room to assist them during this time.

I Like to Visit

What Is a Literacy Center?

A Literacy Center is a place or activity that:

- Invites students to practice and apply strategies that have been taught and modeled in shared and guided literacy lessons
- Promotes reading, writing, speaking, and viewing
- Allows students to manipulate language in both oral and written form
- Engages the learner through interaction
- Exposes students to a variety of text
- Provides open-ended activities for students
- Enables the teacher to assess and evaluate the students' use of literacy strategies

Possible Literacy Centers and Their Purpose:

Classroom Library - Provides students with a variety of print and genre to practice reading skills and strategies.

Listening Center - Increases speaking, reading, and writing vocabulary. Allows students to self-monitor fluency and progress in reading.

Literature Response Center - Gives students the opportunity to respond authentically to a text they have read or heard.

Poetry Center - Encourages students to read and perform various poems with fluency and expression. Exposes the struggling reader to rhyme, rhythm, and repetition.

Research Center - Integrates the study of science and social studies into the literacy hour. Provides students with time to interact with nonfiction text.

Spelling/Word Work Center - Allows students to manipulate letters and words that can be integrated into their reading and writing experiences.

Writing Center - Provides the opportunity for students to practice the writer's craft and target skills through self-selected topics and methods of presentation.

Some Questions to Help You Set Up a Balanced Literacy Classroom:

- ✓ What resources do I currently have to support my instruction?
- ✓ What resources will I need to acquire to be successful?
- ✓ What professional books and resources will help me implement balanced literacy?
- ✓ Will my room arrangement need to change to be successful?
- ✓ How will I schedule my day?
- ✓ What assessments and observations will I use to group my students?
- ✓ What centers do I currently use in my classroom?
- ✓ What centers do I want to add to my classroom?

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Guided Reading Lesson Format

The lessons in this guide are designed to provide support for teachers planning guided reading. Teachers may also select a portion of each lesson, based on student needs and instructional focus. The following is an explanation of each component of the lesson plan.

Book Title and Information:

Here, you will find the book title, a summary, and leveling information. The levels included are: Guided Reading (**GR**), based on the work of Irene C. Fountas and Gay Su Pinnell; Developmental Reading Assessment (**DRA**), based on the assessment developed by Joetta Beaver; and Early Intervention (**EI**), based on the research done by Marie Clay and The Ohio State University. The section titled "Focus on the Text" includes text features such as number of lines of text per page, running word count, and vocabulary to discuss in context. The section titled "Focus on the Reader" lists possible challenges to the reader and the Strategy Mini-lesson topics.

Opening Conversation and Book Look:

Beginning talk in a guided reading group should be conversational as you help students think through the pictures and the text. In guided reading, the reader must work out difficult text by applying skills and strategies that have been previously taught and modeled. You are a coach or mentor in this process as you propel the students forward.

Independent Reading with Teacher Coaching:

When students are comfortable enough to construct meaning in the text, they read independently while you listen to them access skills and strategies and use the cueing systems:

Semantics – Accessing meaning using their schema (background knowledge)

Syntactics – Understanding the structure of the language and how it is organized

Graphophonics – Understanding the relationship between letters and sounds to make meaning of words

During the reading process, the reader uses these cues while continuing to sample new text, to make predictions based on personal experience and background knowledge, and then to check and confirm the text by thinking about whether the reading makes sense.

Strategy Mini-lesson:

This is a brief reminder of skills and strategies that might have been used during reading.

Vocabulary Focus:

This focus on words can be used for a mini-lesson or another guided reading session.

Another Look (Revisiting and Responding to Text):

Here, you encourage students to revisit the book as they build oral fluency and comprehension. This section helps you facilitate this process using authentic reading and writing experiences.

Practice and Apply Strategies (Literacy Center):

This section helps the reader revisit the text to practice and apply the skill or strategy learned in the context of a Literacy Center.

Assessment:

This section suggests opportunities to conduct both formal and informal assessments.

I Like to Visit

The Aquarium

Levels: GR: G; DRA: 12; EI: 11 - 12

Book Summary: Beginning readers will find sea horses, sharks, and an octopus when they read about visiting the aquarium in this book filled with intriguing information about a familiar and exciting place.

Focus on the Text:

- Consistent placement of text
- Four to seven lines of text per page
- Running Word Count: 156 words
- Vocabulary to discuss in context: aquarium, beluga, corals, octopus, reef, school

Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Determining important vocabulary
- Understanding simple facts about a topic

Opening Conversation and Book Look:

Call attention to the cover page and title page of the book. Ask students to share what they know about aquariums. You may have to differentiate between a small fish tank sometimes called an aquarium and the larger aquariums that people visit in cities. Use this discussion time to implant some of the vocabulary from the text. (Note: Implanting vocabulary involves the teacher using language from the text during previews and discussions.)

Open to page 4. Ask students to read the first page chorally together. Then briefly allow them to share what else they notice about the text and the photos. Let students make any personal connections with the photo on page 5.

Page 6. Ask students to skim and scan the text on page 6 and the photo on page 7 to find out what they will learn when they read. If necessary, help them solve the word "school."

Page 8. Ask: *What do you notice in the photo on page 9?* Ask students to read the text quickly to find out what they will learn about aquariums here. Note how the people in the picture are viewing the sharks (via a moving sidewalk).

Page 10. Think aloud: *When I look at a photo like the one on page 11, I always think: What am I going to learn when I read? I think the name of this giant fish is probably going to be in the text on page 10. Let's see if we can find it.* Explain that your eyes can look at the picture and scan the words to locate information about the photograph and text on these pages. Have students share what they learned, then leave this page for them to read independently.

Page 12. Say: *I wonder if you can let your eyes scan the words and the photo on pages 12 and 13 and make a prediction about what we will learn about aquariums on these pages. Remember that when you scan, you look quickly over the words and think about what the text might say.* Ask students to read the text to confirm or revise their predictions.

Page 14. Ask: *What sea animal will we learn about when we read this page?* Give students a few moments to scan the text and the photo. Have them share anything they know about a sea horse. Remind them that they will confirm or revise their thinking when they read. Leave this page for students to read independently.

Page 16. Say: *When I look at this page, I notice the word "touch" in the first sentence. I also notice that this is what the girls are doing in the photograph. This makes me think I will read about what they are touching. See if you can find out what the animal they are touching is called.* Have students confirm their prediction by locating the name in the text.

Pages 18 and 20. Say: *Before you go back and read the book, scan the next few pages of text and see what else you will learn about visiting an aquarium. Look for any words or phrases that you think might be difficult.* As students scan, note their behavior. Does it appear that they are actually paying attention to the text and photos, or are they simply turning the pages? You may want to remind students briefly about how scanning helps the reader anticipate what he or she will read and learn in the text.

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Independent Reading with Teacher Coaching:

Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students understanding information as they read
- Oral reading fluency and phrasing

Strategy Mini-Lesson:

Strategy: Determining Important Vocabulary

1. Think aloud: *When I read an informational text, I have to think about what I am learning. There are usually important words or phrases on each page that help me learn new things.*
2. Say: *When I look at the book The Aquarium, I can find words that are the most important words and tell me more about the topic. For example, if I turn to page 4, I can find the most important words. I think they are "aquarium," "ocean," and "animals." I know that we will learn about ocean animals in this book about aquariums.*
3. Have students use the form on page 6 of this guide to locate the most important words on at least four pages of text. They may work independently or with a partner.
4. When students are done, have them share their words. Let other group members comment on why the chosen words are important.
5. Remind students that good readers can pick out the most important words when they read.

Vocabulary Focus:

Focus on syllabication using words from the book. Write the following words on small index cards: *animals, aquarium, babies, beluga, corals, dolphins, leap, ocean, octopus, sharks, splash, swim, whales*. Have students practice listening for word parts by clapping them out as they say them. Then make a three-column chart on a chart tablet with the columns numbered one to three. Students can practice sorting the cards into the right category as they read them. Remind them that when a word has more parts, we know that it will have more letters. This helps us when we are reading and trying to solve words. (Note: After they sort by syllables, give students the index cards used in this activity so they can find other ways to sort words.)

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *The Aquarium* with a partner. Have them alternate pages when they read. Remind partners that they can coach each other through any difficult parts using the strategies that they have learned.

Writing:

- Say: *There are many exciting things to see at an aquarium. Think about the book we read and what you know about aquariums. Record your story and draw a picture about a trip to the aquarium.* Distribute page 7 of this guide for students to use to write their stories and draw their illustrations.

Practice and Apply Strategies (Literacy Center):

Word Work: Practicing Syllabication

- Have students use the cards and the chart from the Vocabulary Focus activity above to practice sorting according to syllables. For added practice, let them use other informational texts to find their own words to add to the chart. (Note: You may also want to place these word cards in a pocket chart for sorting.) For a more permanent assessment, let students copy the words on small sticky notes and make their own chart of words.

Assessment:

Listen to one or two students read the book *The Aquarium* individually. Complete the oral fluency scale below on their reading:

- 1 – Reading is word by word. Choppy. No flow (phrasing).
- 2 – Reading is a little more fluid with phrasing. Long pauses make it difficult to understand the text.
- 3 – Reading is fluid and easy to understand with little or no stopping.

Name: _____ Date: _____

Important Words

Directions: Turn to a page in the book. Read the words there. Think about the most important words and write them in the box. Then choose a new page and repeat.

<p>Page I read: _____ Important words:</p>	<p>Page I read: _____ Important words:</p>
<p>Page I read: _____ Important words:</p>	<p>Page I read: _____ Important words:</p>

Challenge: Choose four interesting words from your chart. Look them up in the Glossary of the book or a dictionary. Draw a picture and write a sentence for each word on the back of this paper.

I Like to Visit

The Library

Levels: GR: F; DRA: 10; EI: 9-10

Book Summary: Beginning readers will find books, magazines, and helpful librarians when they read about visiting the library in this book filled with intriguing information about a familiar and exciting place.

Focus on the Text:

- Consistent placement of text
- Five to six lines of text per page
- Running Word Count: 172 words
- Vocabulary to discuss in context: aquarium, children, computer, librarian, library, magazines, pictures

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality
- Practicing fluent reading

Opening Conversation and Book Look:

Call attention to the cover page and title page of the book. Conduct a brief discussion about the title and cover of the book. Ask students to share any prior knowledge they have about visiting a library. Use this discussion to implant vocabulary students will encounter when they read.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to explain why this photo is appropriate for this page of text.

Page 6. Read this page together. Have students point to the words as they read. Remind them that good readers sometimes use their finger to point when they are trying to figure out the words. You may want to talk about how the library shown here might be the same as or different from your local library or school media center.

Page 8. Have students skim and scan the text and photo on pages 8 and 9. Let them briefly answer the question the author asks on page 8. Then leave this page for students to read on their own during independent reading.

Page 10. Ask: *What do you think these people are doing?* Let students skim and scan the text to confirm their answers. Leave the page for students to read on their own during independent reading.

Page 12. Have students discuss what is happening in this photo. Remind them that they can scan the text to help confirm their answer. Ask them if they like to listen to stories and allow them to make any connections to listening to a story in the library.

Page 14. Invite students to scan this text and the photo to find out what this girl is doing. Say: *I notice that the text tells me what her book is about. I wonder why this is important.*

Page 16. Ask: *What information will we read about on this page?* Remind students to use the photograph and the text to help them make a prediction. Briefly discuss why it is important to be quiet in the library.

Pages 18 and 20. Say: *Now I want you to go back to the beginning and read the book on your own. Remember to think about everything you are learning about visiting the library while you read.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching:

Observe students as they read the text independently. Many students at this age have to read orally to be successful. Tell them to read in a quiet "book reading" voice so they do not disturb their neighbor. As they read, listen and coach them through the difficult parts of the text.

I Like to Visit

Strategy Mini-Lesson:

Strategy: Practicing Fluent Reading

1. Think aloud: *When I am going to read a book out loud to our class, I have to practice it first. It is harder to read something you haven't seen before. Reading the book to myself first lets me figure out any hard words and helps me to know what's coming.*
2. Select a few pages from the book to read aloud. Read very slowly and stumble over a few words. When you are finished reading, ask students to tell you how they felt as they listened. Ask students if they think it is easy to understand the text when you read like this.
3. Remind students that good readers read fluently with very little stopping. They read words and punctuation and remember to use expression. Tell them that good readers also know when to go back and reread to understand something in the text.
4. Reread the same pages you read previously, but this time read fluently. Ask students to discuss the difference from your earlier performance.
5. Say: *I'd like you to select at least three pages from the book that you would like to read aloud to the group.*
6. Give students an opportunity to practice reading their selection, both independently and with a partner. When they are comfortable with their selection, they may read it to the group.
7. Remind students that good readers practice their reading to understand text better.

Vocabulary Focus:

Many specialized vocabulary words are found in informational texts. Sometimes these words are featured in a Glossary with simple definitions, and other times they are referenced in the Index of the book. Ask students to look at the words in both of these places in the book *The Library*. (The Glossary is on page 22 and the Index is on page 24.) They should each select one or more words to explain to the group. Remind them that they may need to revisit the text to understand each vocabulary word better.

Another Look (Revisiting and Responding to Text):

Reading:

- Each student should select a page or pages from the book *The Library* that he or she finds most interesting. They can practice reading their selection orally. Ask each student to share his or her favorite page(s) with the group. Have them explain why they chose these pages.

Writing:

- Explain to students that writers often make lists to help them prepare for writing. You can post a weekly list topic in your Writing Center. Place a roll of adding machine tape in the Writing Center. Students can cut off an appropriate amount of tape and write specific words that go with the week's topic. Store these lists in the students' writing notebooks or folders for future use. See page 10 of this guide for some list topic cards. For another writing exercise, occasionally ask your students to choose one of their lists to expand into writing.

Practice and Apply Strategies (Literacy Center):

Poetry Center: Read a Poem

- Copy the poem on page 11 of this guide on sentence strips or a large piece of chart paper, or make an overhead of page 11. Introduce the poem to your students during shared reading. Remind them that poetry is meant to be read aloud and with feeling. Place the poem in your Poetry Center along with paint sticks or dowel rods for pointers. Students can practice reading the poem independently or with a partner.

Assessment:

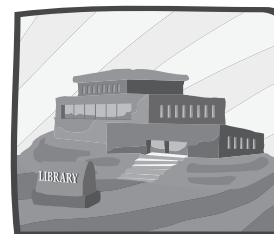
Listen to one or more students read individually. As they read, note the following things in context:

- Did the student read all the way through the hard words?
- Did the student use picture clues? Sound out? Reread?
- Did the student read the text easily, or did he or she have to problem-solve?
- Was the reading and phrasing fluent, or was it choppy with no flow?

animals



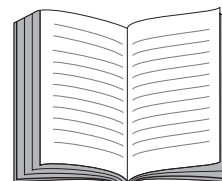
libraries



books



magazines



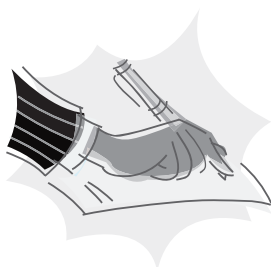
computers



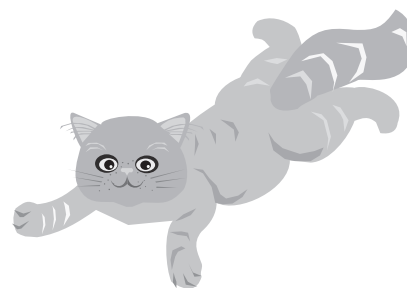
outdoors



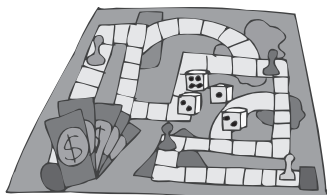
favorite authors



pets



games

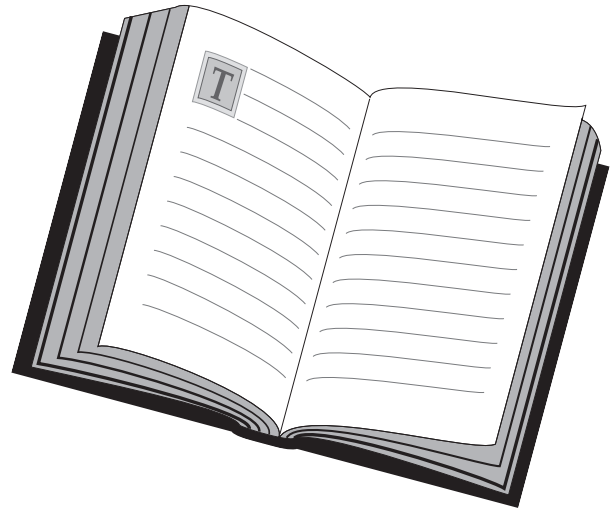


sports



A Book

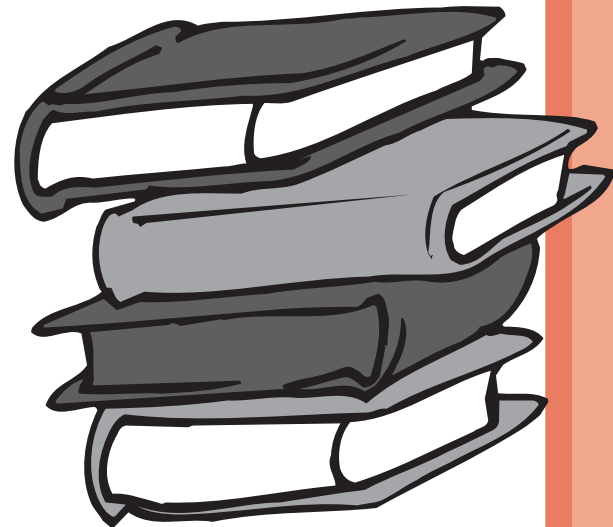
I want to read
A brand new book.
Let's open up and
Take a look.



A book can
Take you anywhere ...
To kingdoms old
Or a country fair.



A book is like
A special friend,
From "Once Upon a Time"
To the very end.



I Like to Visit

The Museum

Levels: GR: G; DRA: 12; EI: 11 - 12

Book Summary: Beginning readers will find fossils, a spaceship, and dinosaur bones when they read about visiting the museum in this book filled with intriguing information about a familiar and exciting place.

Focus on the Text:

- Consistent placement of text
- Four to eight lines of text per page
- Running Word Count: 171 words
- Vocabulary to discuss in context: body, fossils, science, space

Focus on the Reader:

- Identifying important information
- Reading for meaning
- Decoding and understanding vocabulary in context
- Thinking about one's reading

Opening Conversation and Book Look:

Call attention to the cover page and title page of the book. Ask students to share what they know about children's museums with the rest of the group. Depending on your town, you may have to support this discussion more than normally if your town has no such museum. Use this discussion time to implant some of the vocabulary from the text.

Open to page 4. Read the first page together. Ask students to explain what the boy in the photo is doing.

Page 6. Think aloud: *I notice that the girls in the photograph seem to be listening to things.* Ask students to browse through the text and see if they can confirm this prediction.

Page 8. Say: *What do you notice about the text and the photo on these pages?* Listen to students' thoughts. Leave this page for them to read independently. (Note: You may want to implant the word "model" while previewing this page.)

Page 10. Ask: *What do you think we will read on this page?* Let students skim and scan the sentences and use the photograph to confirm their thinking.

Page 12. Say: *When I read the first sentence on this page, it tells me that we will learn about fossils in the museum.* Skim and scan the text to see if you can find out something about fossils. Let students browse through the text and tell you what information is there.

Page 14. Invite students to scan the text and the photo to find out what they will learn when they read this page. Help them solve any unknown or difficult words. Let students read silently to confirm their thinking before moving on to the next page.

Page 16. Say: *Read this text to yourself. Why do you think these rocks are in the museum?* Ask students to share their prediction. Students should locate words in the text that help confirm their thinking.

Pages 18 and 20. Say: *Now I want you to go back to the beginning and read the book on your own. Remember to think about everything you are learning about museums.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching:

Observe students as they read the text independently. Many early readers have to read orally to be successful. Tell them to read in a quiet "book reading" voice so that they do not disturb their neighbor. As each reader reads aloud to you in turn, listen and coach him or her through the difficult parts of the text. You may also want to record any reading behaviors you note during this time.

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Strategy Mini-Lesson:

Strategy: Thinking About My Reading

1. Think aloud: *I know that the author of this book wants us to understand what it is like to visit a museum. She describes the museum using many special words. Good readers should be able to use these words to remember what they read.*
2. Give students a brief time to revisit the text. Tell them they will need to remember what the book is mostly about.
3. Copy, cut apart, and laminate the cards on page 14 of this guide.
4. Tell students that you are going to hold up a card that describes something in or about the museum. Explain that some of the words are not found in the text of the book but are in the photographs. The students should tell why each word is important to the book.
5. As you hold up the word cards, invite students to share what they know both from reading the text and looking at the photos.
6. After a student shares, ask him or her to go back into the book to confirm his or her thinking.
7. Remind students that good readers remember and think about what they read.

Vocabulary Focus:

Many specialized vocabulary words are found in informational texts. Sometimes these words are featured in a Glossary with simple definitions, and other times they are referenced in the Index of the book. Ask students to look at the words in both of these places in the book *The Museum*. (The Glossary is on page 22 and the Index is on page 24.) They should each select one or more words to explain to the group. (You may want to connect this activity with the Strategy Mini-lesson above.) Remind students that they may need to revisit the text to understand each vocabulary word better.

Another Look (Revisiting and Responding to Text):

Reading:

- Each student should read the book *The Museum* with a partner. Students can alternate pages as they read. Remind them to help each other solve any unknown or difficult words.

Writing:

- Have students think about a fun place that they have visited. They should write a letter describing the place to someone who has not been there before. Students can use the book *The Museum* or other books in the series *I Like to Visit* as a guide to describe their place.

Practice and Apply Strategies (Literacy Center):

Word Work: Reproducing and Reading Words

- Place the word cards from page 14 of this guide that you created for the Strategy Mini-lesson above in your Word Work Center. Provide students with wikki sticks (waxed pipe cleaners available at teaching supply stores), pipe cleaners, magnetic letters, or play dough. Students should use the word cards and reproduce each word using the materials provided. They can practice reading the words to a partner. Students can also practice putting the words in alphabetical order.

Assessment:

Use page 15 of this guide to take an oral reading assessment on students as they read part of the book individually. As each student reads pages 6–16, note the following things in context:

- Did the student read all the way through the hard words?
- Did the student use picture clues? Sound out? Reread?
- Did the student read the text easily, or did he or she have to problem-solve?

After completing the oral reading record, ask each student to complete an oral retelling. As the student retells the book, consider the following questions:

- Does the student recall important information from the text?
- Does the student use any specialized vocabulary or concepts in the retelling?
- Did the student require prompting or questioning from you during the retelling?

constellation

models

dinosaurs

music

exploration

rocks

fossils

space

learning

stars

Listen to the child read the book as you record his/her reading behaviors.*

Page	Text	E	SC	Errors (M, S, V)	Self-corrections (M, S, V)
6	I can learn about how things work. I can learn about sound. Music is a kind of sound.				
8	I can learn about my body at the museum. I can play with a model. I can fit the parts inside.				
10	I can learn about animals. I can learn where they live. Most lions live in Africa.				
12	I can find fossils at the museum. The fossils are from long ago. They are from plants and animals.				
14	I can learn about space at the museum. I can learn about a ship that went into space.				
16	I can learn about rocks at the museum. I can see many kinds of rocks. I can even see rocks that came from space!				

*For a complete description of oral reading records, see Marie Clay, *An Observation Survey of Early Literacy Achievement* (Heinemann, 1993).

E=Errors SC=Self-corrections M=Meaning S=Syntax V=Visual

I Like to Visit

The Playground

Levels: GR: F; DRA: 10; EI: 9-10

Book Summary: Beginning readers will find a slide, a seesaw, and a sand castle when they read about visiting the playground in this book filled with intriguing information about a familiar and exciting place.

Focus on the Text:

- Consistent placement of text
- Three to five lines of text per page
- Running Word Count: 147 words
- Vocabulary to discuss in context: climb, hang, jungle gym, playground, sandbox

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality
- Asking questions when reading

Opening Conversation and Book Look:

Call attention to the cover page and title page of the book. Conduct a brief discussion about the title and cover of the book. Ask students to predict what the book will be about. Explain to students that in this book, they will read all about visiting the playground. Have them brainstorm a quick list of words they might see in a book about the playground.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to find the words that tell how the girl feels.

Page 6. Read this page together. Have students point to the words as they read. Remind them that good readers sometimes use their finger to point when they are trying to figure out the words.

Page 8. Ask students to locate the word that tells what these children are doing. Leave this page for students to read on their own during independent reading.

Page 10. Ask: *Do you think we will read something new on this page?* Let students skim and scan the text to confirm their answers. Leave the page for students to read on their own during independent reading.

Page 12. Ask students to identify the playground toys in this photo. Ask them to share any background knowledge they have about digging with a pail and shovel at the playground.

Page 14. Invite students to scan this text and the photo to find out what they will learn when they read this page.

Page 16. Ask: *What playground equipment do you think we will read about on this page?* Remind students to use both the photograph and the text to help them make a prediction. (Note: You may have to discuss the term "jungle gym" as some students may call it a "monkey bar.")

Pages 18 and 20. Say: *Now I want you to go back to the beginning and read the book on your own. Remember to think about everything you are learning about visiting the playground while you read.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching:

Observe students as they read the text independently. Many students at this age have to read orally to be successful. Tell them to read in a quiet "book reading" voice so they do not disturb their neighbor. As they read, listen and coach them through the difficult parts of the text.

I Like to Visit

Strategy Mini-Lesson:

Strategy: Asking Questions When I Read

1. Think aloud: *Before I read a book, I usually start by thinking about some things I want to know about the topic. Asking questions before I read helps me focus on the book so I can try to find answers.* Explain that good readers ask questions about both informational and fictional texts before and during reading.
2. Say: *When I look at the book The Playground before I read it, I wonder how many different things there are to do at the playground.*
3. Explain that sometimes your questions are answered in the text and sometimes they are not. Ask students to discuss if this question was answered when they read the book *The Playground* or not.
4. Say: *Good readers also ask questions during the reading. For example, when I read page 4 about swings, I wonder if all playgrounds have swings and if everyone who swings feels like he or she is flying in the sky.*
5. Display several appropriate informational texts for your students. Give each student two to three small sticky notes. Students should write a question or two on their paper or sticky note about one of the display books without telling which book they chose. Remember that these questions should be written without the student reading the text.
6. Have students read their book, either independently or with a partner, and generate at least one more question for it.
7. Let each student share his or her questions with the group. See if the group can guess which informational book the student chose.
8. Remind students that good readers ask questions in their head before and during reading.

Vocabulary Focus:

Many specialized vocabulary words are found in informational texts. Sometimes these words are featured in a Glossary with simple definitions. Ask students to look at the Glossary on page 22 of this book. They can discuss why they think each vocabulary word is included in the Glossary. For an additional activity, have students browse through the text to find other vocabulary words that could be included in the Glossary. They can use a small sticky note to write a simple definition and add it to the Glossary at the back of the book.

Some words not included in the book's Glossary: *climb, jungle gym, ladder, playground, sandbox*

Another Look (Revisiting and Responding to Text):

Reading:

- Each student should select a page or pages from the book *The Playground* that he or she finds most interesting. They can practice reading their selection orally. Ask each student to share his or her favorite page(s) with the group. Have them explain why they chose these pages.

Writing:

- Explain to students that good writers use strong verbs in their writing. Strong verbs tell the reader what is happening. Copy and laminate the strong verb cards on page 18 of this guide. Have students use these or other strong verbs in their writing.

Practice and Apply Strategies (Literacy Center):

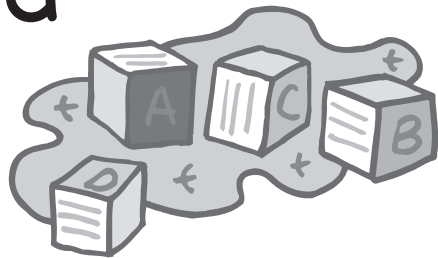
Art Center: Design a Playground

- Stock this center with enough materials for students to design and create their own playground. You may want to put out construction paper, glue, scissors, markers, felt, and other art materials for students to use. Let them use their own creativity and the book to create their playground. Let students label their artwork. Display their creations near your Research Center to encourage more inquiry and fact-finding in your classroom.

Assessment:

Sit with each student individually and ask him or her to tell you what the book was mostly about. Use the form on page 19 of this guide to record student responses. Then ask each student to locate the following informational text features in this book: *running text, photographs, Glossary, and Index*. As students locate these text features, ask them to explain how they help the reader understand the book topic better. Record student responses on the form. Use this information to plan future Strategy Mini-lessons for your small group sessions.

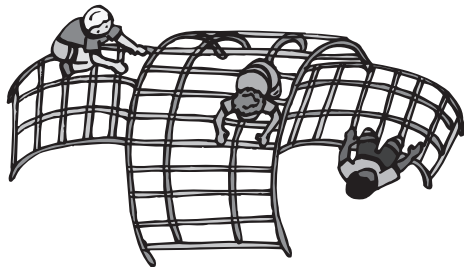
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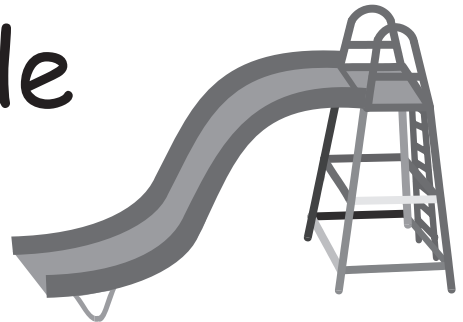
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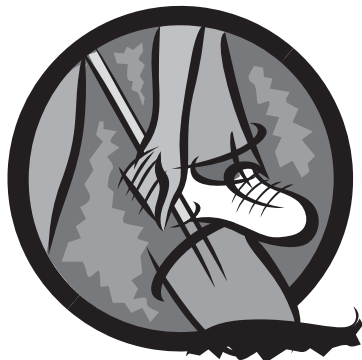
climb



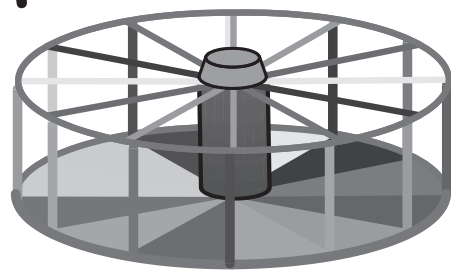
slide



dig



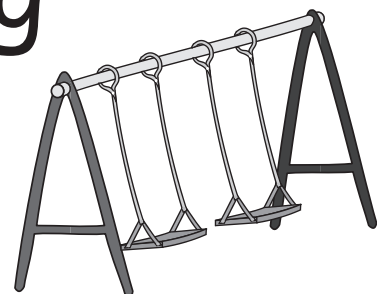
spin



fly



swing



Name: _____ Date: _____

Book Title: _____ Levels: _____

Say: *Tell me everything you remember about the book.*

Record the student's response on the following lines: _____

If the student needs prompting, say: *What else can you tell me?*

Write a (P) and then add the prompted responses to the lines above.

Student retelling was: **Unprompted** **Prompted**

Say: *I am going to name a feature of informational text. I want you to find it in the book.*

As the student locates each of the text features, ask him or her to explain how it helps the reader to understand the topic of the book better.

Running text: _____

Photographs: _____

Glossary: _____

Index: _____

I Like to Visit

The Shopping Mall

Levels: GR: F; DRA: 10; EI: 9-10

Book Summary: Beginning readers will find stores, a food court, and an escalator when they read about visiting the shopping mall in this book filled with intriguing information about a familiar and exciting place.

Focus on the Text:

- Consistent placement of text
- Three to six lines of text per page
- Running Word Count: 153 words
- Vocabulary to discuss in context: escalator, food court, mall, shopping

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality
- Practicing fluency in reading
- Confirming and revising predictions

Opening Conversation and Book Look:

Call attention to the cover page and title page of the book. Conduct a brief discussion about the title, cover, and title page of the book. Create a simple prediction chart. Ask each student to predict words, facts, and ideas that they might find in this book. In addition, distribute copies of the form on page 22 of this guide for each student to use to record a prediction statement.

Open to page 4. Say: *When I look at this photo, I notice a lady and two boys walking in the mall. This page could talk about a family going to the mall together. Let's read this page together to see what the author is saying about this picture.* Remind students that this whole book will be about visiting a shopping mall.

Page 6. Ask: *What are these children doing?* Let students make predictions. Explain to them that good readers make predictions and then look for answers in the text. Let them read the text to confirm or revise their predictions.

Page 8. Ask students to locate the word or words that help them know what the people in the photograph are doing. Leave this page for students to read on their own during independent reading.

Page 10. Have students discuss what is happening in this photo. Remind them that they can scan the text to help confirm their answer. Ask them to explain why it is important to stay with your family at the mall.

Page 12. Ask: *Where might this girl be shopping?* Let students skim and scan the text to confirm their answers. Leave the page for students to read on their own during independent reading.

Page 14. Invite students to scan this text and the photo to find out what this girl is doing and what kind of store she is in. Accept all reasonable responses.

Page 16. Ask: *What kind of store is this?* Remind students to use the photograph and the text to explain their answers.

Pages 18 and 20. Say: *Now I want you to go back to the beginning and read the book on your own. Remember to think about everything you are learning about visiting the shopping mall while you read.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching:

Observe students as they read the text independently. Many students at this age have to read orally to be successful. Tell them to read in a quiet "book reading" voice so they do not disturb their neighbor. As they read, listen and coach them through the difficult parts of the text.

I Like to Visit

Strategy Mini-Lesson:

Strategy: Confirming and Revising Predictions

1. Ask students to review the prediction chart you created in the Opening Conversation and Book Look. Students should think about which predictions were confirmed during the reading.
2. Give each student a piece of paper or an individual white board (dry-erase board). Tell them that you are going to conduct a quick-write. Explain that you will set the timer for three minutes while they write down everything they learned about shopping malls.
3. After students complete their quick-writes, have each share with a partner. Then each pair can share what they learned with the rest of the group. Note any connections between the predictions and the students' quick-writes.
4. Explain that good readers make predictions and then confirm and revise them as they read.

Vocabulary Focus:

Write several of the vocabulary words or phrases listed below on the board or chart paper. Ask students to skim and scan the text to locate each word or phrase in context. As they locate the word or phrase, students can read a sentence from the book using the word or phrase. They should note the page number(s) where each word or phrase is located in the text. Ask students to note why each word or phrase is important in the book.

Vocabulary words or phrases: *books, clothes, eat in the food court, escalator, map, shopping with my family, stay with my family, toys*

Another Look (Revisiting and Responding to Text):

Reading:

- Have students practice reading the book *The Shopping Mall* with a partner. They can help each other solve any unknown or difficult words. When students know several strategies to figure out unknown words, consider giving them a strategy log. They can record the "hard part" of the text and the strategy (such as chunking, looking it up, skipping and coming back, or saying the first sound) they used to figure it out.

Writing:

- Invite students to create an advertisement for their favorite store. You might want to have them browse through sales fliers from magazines or your local newspaper. Post the students' advertisements near your Writing Center for students to read during center time.

Practice and Apply Strategies (Literacy Center):

Research Center: Reading a Map

- Copy the mall map on page 23 of this guide for each student. Write the questions below on index cards and laminate. You may also want to add your own questions to other cards. Bind the cards together using a book ring or a stapler. Students can use the mall map to help them answer these questions:
 - Where would you go if you needed new shoes?
 - Where would you buy a gift for your aunt or grandmother?
 - Where would you go if you were hungry?
 - Where would you go if you were lost?
 - How would you decide where to go if you needed clothes?
 - Why might you go into the flower shop?
 - How would you get from the toy store to the food court?
 - What might you find in the pet store?

Assessment:

Listen to one or more students read individually. As they read, note the following things in context:

- Did the student read all the way through the hard words?
- Did the student use picture clues? Sound out? Reread?
- Did the student read the text easily, or did he or she have to problem-solve?
- Was the reading and phrasing fluent, or was it choppy with no flow?

Name: _____ **Date:** _____

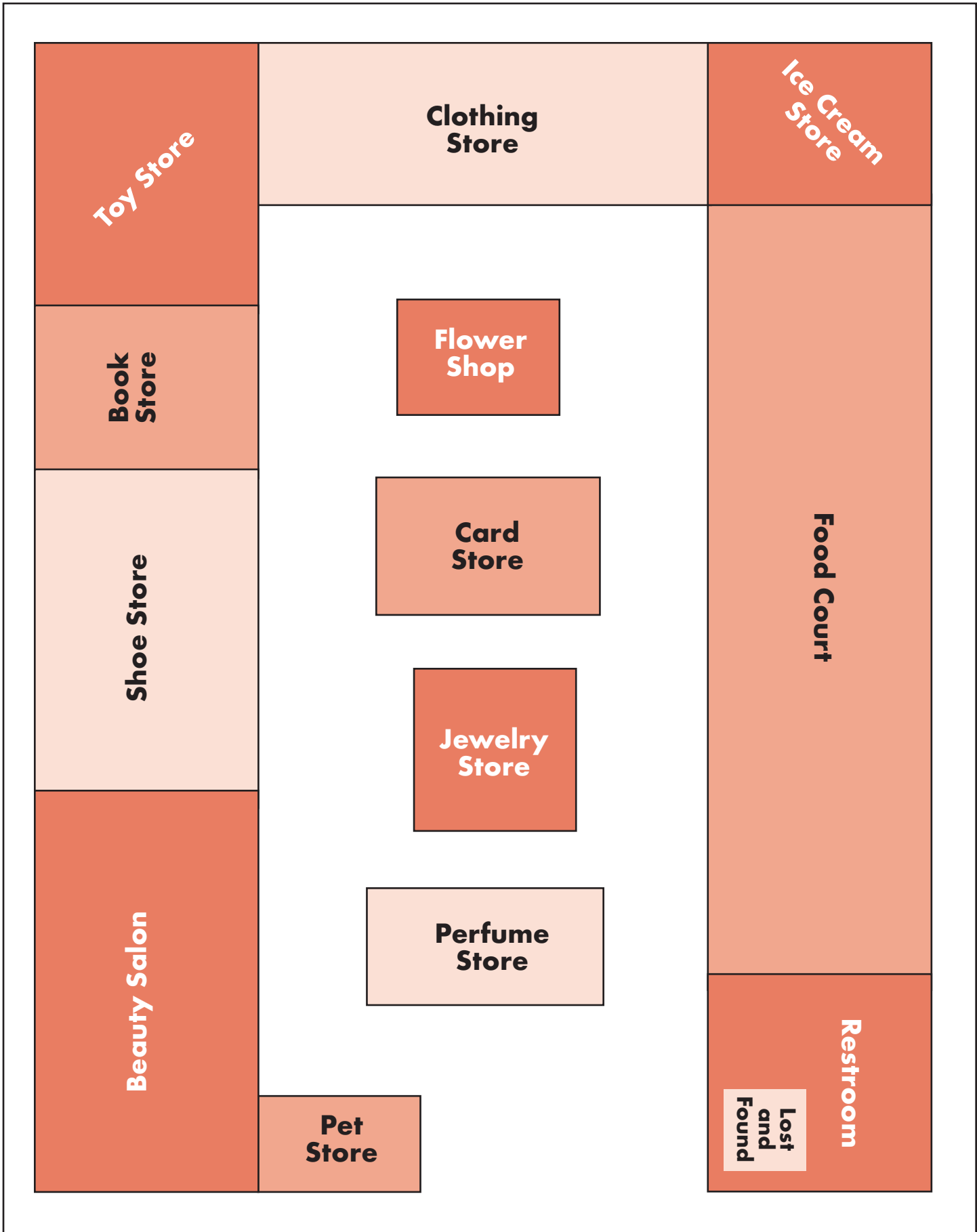
Making Predictions

Directions: Choose a book from the Research Center. Think about what you already know about the topic. Predict what will be in the book. After reading the book, revisit each of your predictions. If a prediction was correct, put a check in the column headed "Confirm." If it is not correct, put a check in the column headed "Revise."

Book Title: _____

I Predict . . .	Confirm	Revise

Challenge: Choose one of your predictions that was not correct to revise on the back of this piece of paper.



I Like to Visit

The Zoo

Levels: GR: F; DRA: 10; EI: 9-10

Book Summary: Beginning readers will find a giraffe, a gorilla, and a polar bear when they read about visiting the zoo in this book filled with intriguing information about a familiar and exciting place.

Focus on the Text:

- Consistent placement of text
- Three to five lines of text per page
- Running Word Count: 143 words
- Vocabulary to discuss in context: biggest, gorillas, monkeys, strongest, zoo

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality
- Summarizing text

Opening Conversation and Book Look:

Call attention to the cover page and title page of the book. Conduct a brief discussion about the title and cover of the book. Ask each student to share any prior knowledge he or she has about visiting a zoo. Explain to students that in this book, they will read all about the zoo. Have them brainstorm a quick list of words they might see in a book about the zoo. (Note: You may want to keep a list of these words on chart paper to revisit after you have finished reading the book.)

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to locate the words that tell what the animals are doing in the photo (*run, play*).

Page 6. Read this page together. Have students point to the words as they read. Remind them that good readers sometimes use their finger to point when they are trying to figure out the words.

Page 8. Ask students to locate the word or words that tell what these lions are doing.

Page 10. Ask: *What do you think this snake is doing?* Let students skim and scan the text to confirm their answers. Leave the page for students to read on their own later during independent reading.

Page 12. Ask students to identify the animal in this photo. Remind them that they may have to use the words to help them. Then ask them to share anything they know about polar bears. Have them preview the text and note if there are any words that might be difficult for them. Help them with word-solving strategies if necessary.

Page 14. Invite students to scan the text and photo on these pages to find out what they will learn here.

Page 16. Ask: *What animal do you think we will read about on this page?* Remind students to use the photograph and the text to help them make a prediction.

Pages 18 and 20. Say: *Now I want you to go back to the beginning and read the book on your own. Remember to think about everything you are learning about visiting the zoo while you read.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching:

Observe students as they read the text independently. Many students at this age have to read orally to be successful. Tell them to read in a quiet "book reading" voice so they do not disturb their neighbor. As they read, listen and coach them through the difficult parts of the text.

I Like to Visit

Strategy Mini-lesson:

Strategy: Summarizing Text

1. Conduct a shared writing activity summarizing the book with your students. Say: *When I finish reading an informational book, I need to think about what I learned about the topic. Sometimes it is helpful for me to make a list in my head. Other times, I need to write down a quick summary.*
2. Continue to say: *Let's think about everything we learned when we read the book The Zoo.*
3. Let students share what they learned from the book. Record their answers on a chart or the board. As you write, let students help you choose the words to record. They can help with the spelling of the words as well as the choice of words.
4. When you have recorded all the responses, go back and read the generated list. Have students read along with you to reinforce the writing they have done.
5. Think aloud: *Now that we have a list, we need to pick out the most important information and see if we can put it into one or two sentences.* Ask students to help you write one or two sentences using the information from the list.
6. Remind students that good readers summarize what they read. This helps them understand text.
7. Students can practice summarizing using another piece of simple informational text. You may want them to practice with a partner before they try to summarize independently.

Vocabulary Focus:

Have students select five to seven interesting words from the text to make a picture dictionary. Give each student several copies of the form on page 26 of this guide. In each box on the form, students should draw a picture and write a sentence using one of their words. Bind their dictionary "pages" together using a book ring or staples. Students may want to keep their dictionaries in their writing notebooks for future reference when writing.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *The Zoo* with a partner. Give each student five or six pieces of highlighting tape. Students can reread the book and highlight the important words on each page. You may want to have the students bring their books back to the group to discuss similarities and differences in their selections.

Writing:

- Ask students to think about what a zookeeper has to do to take care of the zoo animals. Then invite them to write a schedule for the zookeeper's day. Remind them to use specific names of animals they would care for in the zoo while writing their schedule. You may also want them to make a map showing where the zookeeper goes throughout the day.

Practice and Apply Strategies (Literacy Center):

Research Center: Let's Find Out

- Place a copy of the book *The Zoo* and page 27 of this guide, along with clipboards and pencils, in your Research Center to encourage students to revisit the text. Students can use the book to locate information about animals at the zoo. (Note: You may want to provide other books about zoos and animals to help students with their writing.)

Assessment:

Listen to students read the text individually. As each student reads, note the following things in context:

- Is the student attempting to sound out the hard words?
- Does the student use picture clues? Reread? Skip unknown words?
- Is the student able to tell what the book is mostly about?
- Is the reading word by word or fluent?

Note: If the text was too easy for a student, then consider a higher-level book.

My Word: _____

My Sentence: _____

My Picture:

My Word: _____

My Sentence: _____

My Picture:

My Word: _____

My Sentence: _____

My Picture:

My Word: _____

My Sentence: _____

My Picture:

Name: _____

Date: _____

Let's Find Out

Directions: Use the book *The Zoo* to help you complete the following sentences. Cut and glue the correct word in each sentence.

A _____ is bigger than a monkey.

A snake _____ up on a branch.

_____ are the biggest, strongest
_____.

Sea lions _____ into the water.



bears



curls



dive



gorilla



polar
bears



I Like to Visit

Professional Resources for the Balanced Literacy Classroom

Here is a list of professional resources that may be helpful as you implement and refine your literacy practice with an emphasis on guided reading.

- Cambourne, Brian. 1988. *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom*. New York: Ashton Scholastic.
- Clay, Marie. 1993. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann.
- Cooper, J. D. 2000. *Literacy: Helping Children Construct Meaning*, 4th ed. Boston: Houghton Mifflin.
- Fisher, Bobbi. 1998. *Joyful Learning in Kindergarten*, rev. ed. Portsmouth, NH: Heinemann.
- _____. 1995. *Thinking and Learning Together: Curriculum and Community in a Primary Classroom*. Portsmouth, NH: Heinemann.
- Fletcher, R. 1998. *Craft Lessons: Teaching Writing K-8*. York, ME: Stenhouse.
- Fountas, Irene C., and Gay Su Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- Freeman, Marcia S. 1998. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House.
- _____. 1995. *Building a Writing Community: A Practical Guide*. Gainesville, FL: Maupin House.
- Gentry, J. Richard. 2000. *The Literacy Map*. Greenvale, NY: Mondo Publishing.
- Harwayne, Shelley. 2000. *Lifetime Guarantees: Toward Ambitious Literacy Teaching*. Portsmouth, NH: Heinemann.
- Holdaway, Don. 1979. *The Foundations of Literacy*. Sydney, Australia: Ashton Scholastic, distributed by Heinemann, Portsmouth, NH.
- Johnson, Bea. 1999. *Never Too Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House.
- Keene, Ellin L., and Susan Zimmerman. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- McCarrier, A., Gay Su Pinnell, and Irene C. Fountas. 2000. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.
- Mooney, M. 1990. *Reading to, with, and by Children*. Katonah, NY: Richard C. Owen.
- Nations, Susan, and Mellissa Alonso. 2001. *Primary Literacy Centers: Making Reading and Writing STICK!* Gainesville, FL: Maupin House.
- Nations, Susan, and Suzi Boyett. 2002. *So Much Stuff, So Little Space! Creating and Managing the Learner-Centered Classroom*. Gainesville, FL: Maupin House.
- Parkes, B. 2000. *Read It Again! Revisiting Shared Reading*. York, ME: Stenhouse.
- Routman, Regie. 2000. *Conversations, Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- _____. 1994. *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.

Susan Nations, M.Ed., is a literacy coach, author, and staff developer living in Sarasota, Florida. She has worked with teachers around the United States on literacy development and instruction in the elementary classroom. She is the co-author of *Primary Literacy Centers: Making Reading and Writing STICK!* and *So Much Stuff, So Little Space! Creating and Managing the Learner-Centered Classroom*.

Guided Reading leveling consultants: Mellissa Alonso, author and literacy consultant; Kristin Boerger, author and literacy consultant; and Suzi Boyett, author and literacy consultant.

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