

Teacher's Guide for...



People in My Community

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 *People in My Community*, published by Weekly Reader® Early Learning Library. This series contains twelve books designed to help students develop their literacy skills and introduce them to nonfiction text as they learn and discover more about community helpers. This Teacher's Guide provides skill and strategy lessons for six of the titles 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 occurs usually 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.

People in My Community

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?

Strategy Teaching Cycle © 2001 Susan Nations and Mellissa Alonso, excerpted from *Primary Literacy Centers: Making Reading and Writing STICK!* published by Maupin House, 1-800-524-0634.

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People in My Community

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 sentences per page, running word count, and vocabulary to discuss. The section titled "Focus on the Reader" lists possible challenges to the reader.

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.

Individual 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.

Phonics 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.

People in My Community

Crossing Guard

Levels: GR: 1; DRA: 16; EI: 15-16

Book Summary: An exploration of the job of a crossing guard. Children will explore the many ways crossing guards help maintain safety in the community. They will also learn about the tools crossing guards use in this simple form of informational text.

Focus on the Text:

- Consistent placement of text
- One to three sentences per page
- Running Word Count: 157
- Vocabulary to discuss: crossing guard, safety, sash, signal, traffic, vest

Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Asking questions before reading
- 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 the job of a crossing guard with the rest of the group. Use this discussion time to implant some of the vocabulary from the text. (Teacher note: Implanting vocabulary involves the teacher using language from the text during previews and discussions.)

Open to page 4. Ask students to read this first page on their own. Then briefly allow them to ask questions or discuss any additional information about crossing guards.

Page 6. Ask: *Why do you think this crossing guard is holding a flag?* Ask students to read the page quickly to find out. Explain that sometimes the text doesn't answer a question exactly. In that case, the reader must make inferences from the photo and the text. Say: *We can infer that the crossing guard is holding the flag as a reminder that it is not yet safe to walk across the street.*

Page 8. Think aloud: *Now when I look at the flag the crossing guard is holding, I don't think it is stopping the walkers.* Explain that your eyes can look at the photo and scan the words to make predictions about the contents of the page. Leave this page for students to read independently.

Page 10. Say: *I wonder if you can let your eyes scan the words and photo on pages 10 and 11, and make a prediction about the text. 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 12. Ask: *What is this crossing guard doing?* Give students a few moments to scan the text and the photo. Leave this page for students to read independently.

Page 14. Say: *When I look at this page, I notice that there is a bold word. Bold words are darker than other words. Why do you think this word is in bold?* Briefly discuss students' thoughts and predictions. Leave this page for students to read independently.

Pages 16–20. Say: *Before you go back and read the book, scan the next few pages of text and see other ways crossing guards work in the community and how you can stay safe when you cross the street.* 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. Discuss any words that students will need to be successful when they read the text on their own.

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Individual Reading with Teacher Coaching:

As students go back and read the text independently, observe and record their reading behaviors. Coach them through the text as necessary.

Strategy Mini-lesson:

Strategy: Asking questions before reading

1. Think aloud: *When I read a book, I usually start by thinking about some things I want to know. Asking questions helps me focus on the book and try to find answers.* Explain that good readers ask questions before and as they read both informational and fictional texts.
2. Say: *When I look at the book Crossing Guard, I wonder how many types of crossing guards there are. Do all schools have crossing guards?*
3. Explain that sometimes your questions are answered in the text and sometimes they are not.
4. Display several informational texts for your students. Give each student a piece of paper or a small sticky note. Students should write a question or two on the paper or sticky note about one of the display books without telling which book they chose. Remember that this question should be written without the student reading the book.
5. Each student can share with the group to see if group members can identify which book the student chose.
6. Remind students that good readers ask questions in their head before and during reading.

Phonics Focus:

Focus on words with beginning or ending /s/ in them. Help students locate words in the book that have the /s/ sound. Record these words on index cards or small sticky notes. Ask students to add to the list with other words from around the classroom. Sort the index cards or sticky notes on a T-chart labeled "Beginning /s/ and Ending /s/."

Beginning /s/ words in the book: safe, safely, safety, sash, school, see, sidewalk, sign, signal, signs, so, sometimes, stop, stops, street, sure

Ending /s/ words in the book: always, buses, cars, colors, cross, drivers, flags, guards, helps, holds, is, rules, signs, sometimes, stops, tells, trucks, walks, ways, wears

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *Crossing Guard* independently, thinking about what information the author shares about the job of the crossing guard. Copy the note-taking page on page 6 of this guide and ask students to write any questions that they have before and during reading. Let students compare their questions.

Writing:

- Crossing guards help keep people safe. Ask students to make a safety poster reminding others to follow the rules when they cross the street. Display these posters in your classroom or school.

Practice and Apply Strategies (Literacy Center):

Poetry: Read a Poem

- Copy the poem on page 7 of this guide on sentence strips or chart paper, or make an overhead of page 7. Introduce the poem to your students during shared reading. Remind them that poems should be read aloud and with expression. Place the poem in your Poetry Center along with pointers made from paint sticks or dowel rods. Students can practice reading the poem with a friend.

Assessment:

Listen to one or two students read the book *Crossing Guard* 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: _____

Questions I Have When I Read

Name of my book: _____

My questions before I read:

My questions during my reading:

Page _____ Question: _____

Page _____ Question: _____

Page _____ Question: _____

Page _____ Question: _____

Were your questions answered in the book? Go back and put a check mark next to each question that was answered as you read.

The Crossing Guard



Every day
I walk to school
And as I walk,
I follow rules.

When I get
to the busy street
The crossing guard
there I meet.

She holds the flag
that tells me stop.
When it is safe,
She lets me walk.



People in My Community

Mail Carrier

Levels: GR: H; DRA: 14; EI: 13–14

Book Summary: An exploration of the job of a mail carrier. Children will explore the many ways mail carriers help people and some of the tasks they perform in this simple form of informational text.

Focus on the Text:

- Consistent placement of text
- Running Word Count: 130
- Vocabulary to discuss: delivers, packages, pouch, route

Focus on the Reader:

- Understanding informational text
- Understanding simple facts about a topic
- Decoding simple words in context
- Developing oral reading fluency

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 one or two students to share what they know about the job of a mail carrier. During the discussion, be sure to talk about special vocabulary from the text to help students gain understanding.

Open to page 4. Say: *What is this mail carrier doing?* Allow students to make any personal connections about times they have sent or received mail. Ask students to think about new things they learn about mail carriers as they read the book *Mail Carrier*.

Page 6. Ask: *What do you think these boxes are used for?* Let students predict from the photo that the boxes are either post office boxes where people receive their mail or boxes for sorting mail. You may have to explain a post office box to your students. Ask students to read the text to confirm their prediction and to find out what this postal worker might be doing.

Page 8. Think aloud: *I notice this photo is a large picture showing a package with an address. I think the author wants me to know something about packages and addresses.* After students read through the text, ask them to share why an address is important. Confirm that all the students in the group know their own addresses.

Page 10. Ask: *What is the mail carrier doing? When you read this page, you will be able to confirm your thoughts.* Discuss the different methods of mail delivery such as walking, perhaps while pushing a cart, or driving a truck. Ask students to make personal connections as they tell about how their mail is delivered.

Page 12. Think aloud: *When people drive, they sit on the left side of the vehicle, but the mail carrier in this photo is sitting on the right. I wonder why.* Listen to a few suggestions from students. Discuss how sitting on the right helps the mail carrier deliver the mail more easily.

Page 14. Ask students to read this page independently. After they read, discuss the mail carrier's route. Students will need to infer from the text and their own prior knowledge that a route is a fixed path or way to travel from one place to another.

Pages 16–20. Say: *Now I want you to go back to the beginning and read the book on your own. When you read, think about what you know about the job of a mail carrier as well as anything new you learn.* After students read the text, conduct a discussion about interesting or new information about the job of a mail carrier.

Individual Reading with Teacher Coaching:

As students go back and read the text independently, observe and record their reading behaviors. Coach them through the text as necessary.

People in My Community

Strategy Mini-lesson:

Strategy: Tending to fluency and punctuation as you read

1. Say: *When good readers read out loud, they pay attention to how fast they read. Listen to me read this page.* Read a page from the book *Mail Carrier* aloud to your students. When you read, read very slowly and choppy.
2. Ask students what was wrong with that reading. Help them understand that it is hard to comprehend the text when you spend too much time on each word and read it very slowly. Say: *Now listen while I read the page again.* This time, read the page very fast. Again discuss how difficult it is to understand the text the way you read it.
3. Help students see that writers use punctuation to help the reader know when to pause, stop, or ask a question. This helps us read at the right speed so that we understand the text. Briefly discuss the purpose of different punctuation marks, such as the comma (to indicate a pause), period (to indicate a stop), and question mark (to indicate voice inflection and a stop).
4. Remind students that good readers pay attention to their speed and the punctuation as they read.
5. Have students reread the book *Mail Carrier* with a partner. As they are reading, circulate and listen for their oral fluency and phrasing. Note any students you would like to pull for additional assessment or observation.

Phonics Focus:

Write the word "mail" on a white board (dry-erase board) or chalkboard. Ask students if they know another word that sounds just like this one, but means something different (male). Explain that some words are homonyms. These are words that sound the same but are spelled differently and have different meanings. Some other homonyms that rhyme with "mail" are: bail–bale, Gail–gale, hail–hale, pail–pale, sail–sale, tail–tale, wail–whale. For additional practice with homonyms, students can complete the activity on page 10 of this guide.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *Mail Carrier* with a partner. They can help each other solve any unknown or difficult words and read with fluency as you modeled during the Strategy Mini-lesson above. Allow students to choose other familiar books to practice with as well.

Writing:

- Use page 11 of this guide to review the concept of writing a friendly letter. Each student should select another student or significant adult to whom they will write a letter using the template on page 11. Demonstrate letter writing for students on a piece of chart paper. Explain the elements of a friendly letter: date, greeting, body, and friendly closing. Remind students that it is good to ask a question of their reader in the letter.

Practice and Apply Strategies (Literacy Center):

Writing Center: Writing Letters and Postcards

- Place materials at your Writing Center that encourage letter or postcard writing. Stock the center with paper, envelopes, postcards, index cards to be used as postcards, stickers, pens, markers, etc. You may also want to create a simple mail box for each student in this center. Encourage students to write letters to their classmates. Place examples of letters and postcards in the center for students to use as a reference.

Assessment:

Listen to one or two students read the book *Mail Carrier* individually. Complete the following oral fluency scale 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: _____

Homonyms

Directions: Look at the homonyms. Think about what each one means. Cut out the pictures below and paste them next to the correct word.

Example:

mail



male



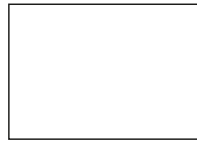
Gail



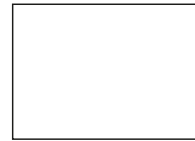
gale



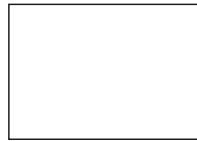
meat



meet



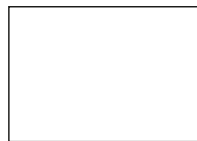
pain



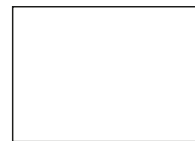
pane



sail



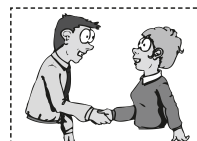
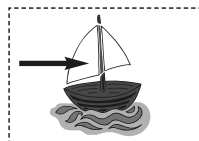
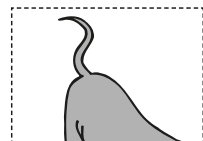
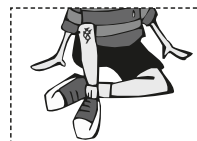
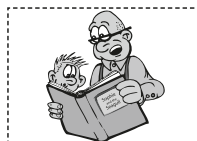
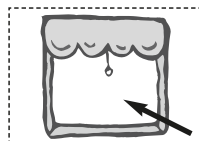
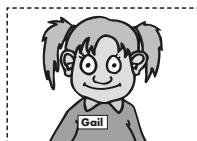
sale



tail



tale



Dear _____,

Your friend,

People in My Community

Nurse

Levels: GR: J; DRA: 18; EI: 17–18

Book Summary: An exploration of the job of a nurse. Children will explore the many ways nurses help people and some of the tools they use in this simple form of informational text.

Focus on the Text:

- Consistent placement of text
- Running Word Count: 172 words
- High-frequency words: healthy, injured, stethoscope, temperature, thermometer

Focus on the Reader:

- Understanding informational text
- Understanding specialized vocabulary
- Decoding simple words in context
- Understanding and using a glossary

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 one or two students to share what they know about the job of a nurse. (Note: You may have to dispel the myth that nurses are only females. If so, use the photo on page 7 in your discussion.)

Open to page 4. Say: *Read the first page to yourself. What important jobs do you think the nurse does?* Allow students to make any personal connections about times they have been helped by a nurse. Ask students to think about new things they learn about nurses as they read the book *Nurse*.

Page 6. Ask: *Where do you think this nurse is working?* Let students predict from the photo that the nurse is caring for a boy in school. Ask students to read the text to confirm their prediction and to find out where else nurses work.

Page 8. Think aloud: *When I look at this page, I immediately notice a bold word, “uniforms.” I also see that another word, “scrubs,” is in quotation marks. I know that nurses wear uniforms, but I am not sure what “scrubs” are. I can read the rest of the text to find out.* After students read through the text, ask: *How might scrubs help nurses?*

Page 10. Say: *I notice that this nurse is using a tool to listen to the girl’s heartbeat. What is the name of this tool?* Work with students to decode the bold word on this page. Help them identify each tool mentioned in the text and use what they know and read to determine that the tool in the photo on page 11 is a stethoscope.

Page 12. Say: *Here is another tool. See if you can read the text and find out what this tool does.* After students read the text, ask them to identify how many tools this nurse is using as she works with the boy.

Page 14. Ask: *What is the nurse doing with this little boy? When you read this page, you will be able to confirm your thoughts.* Once students say that the nurse is weighing the boy, ask: *What else can this machine do?* Help students identify that the scale measures both weight and height. Allow students to make a personal connection to a time they were either weighed or measured on one of these machines.

Page 16. Think aloud: *I wonder why a nurse would need to write down information.* Listen to a few suggestions from students, but leave the text to be read independently.

Pages 18 and 20. Say: *Now I want you to go back to the beginning and read the book on your own. When you read, think about what you know about the job of a nurse as well as anything new you learn.* After students read the text, conduct a discussion about interesting or new information about the job of a nurse.

Individual Reading with Teacher Coaching:

As students go back and read the text independently, observe and record their reading behaviors. Coach them through the text as necessary.

People in My Community

Strategy Mini-lesson:

Strategy: Using the glossary when you read

1. Say: *Good readers think about what they know and understand about a topic before they read.* Display the book *Nurse* and say: *When I get ready to read a book about nurses, I think about everything I know about seeing a nurse. This helps me think about what words I might read in the book.*
2. Invite students to browse through the book with a partner and locate unfamiliar or confusing words.
3. Say: *When you read, sometimes you come to a word that you don't know. You could look it up in a dictionary, but that is often not easy. Authors of informational books often include a glossary in the back of the book.*
4. Ask students to turn to page 22 of the book *Nurse* and locate the glossary.
5. Ask students to see if any of the unfamiliar or confusing words they noted earlier are found in the glossary. Remind students that good readers occasionally check the glossary when a word is confusing, new, or doesn't make sense. This helps them understand the word and the book.

Phonics Focus:

Give pairs of students the individual, mixed-up letters for the word "stethoscope." Do not tell the students what all the letters spell. (These letters can be magnetic, wooden, or small squares with letters on them.) Ask each pair of students to rearrange the letters to make as many little words as they can. Explain that all of these letters together also make a word from the book *Nurse*. Challenge each pair to solve the mystery word. Use the form on page 14 of this guide for students to record the words they make.

Some words that can be made from "stethoscope":

3-letter words: cop, cot, hoe, hop, hot, pet, pot, set, she, the, toe, too, top

4-letter words: coop, cope, cots, hoes, hoop, hoot, hope, hops, host, pets, post, sets, soot, spot, stop, toes, toot, tops

5-or-more-letter words: coops, copes, hoops, hoots, hopes, hosts, posse, posts, scoop, scoops, scope, scopes, sheet, sheets, spots, stoop, stoops, stops, teeth, these, those, toots

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *Nurse* independently, thinking about what information the author shares about nurses. Bring them back to the group to discuss their answers.

Writing:

- Discuss how the author uses verbs to describe the work of nurses. Use pages 8–18 to identify these verbs in context. (The verbs are: "ask," "check," "give," "know," "listen," "measure," "teach" "uses," "wear," "weighs," and "write.") Invite students to use strong verbs in their writing to describe the job of someone they know.

Practice and Apply Strategies (Literacy Center):

Word Work: Glossary Investigation

- Provide several simple informational texts at this center. Make sure that some have glossaries and some don't. Invite students to use the task cards on page 15 of this guide to conduct a glossary investigation. Provide pencils and paper and/or large index cards for students to record their answers and write their glossaries.

Assessment:

Plan to conference with each student individually. Select several informational texts to use in your conference. Ask the student to choose one. Then ask the student to tell you what he or she thinks the book will be about. Invite the student to make a list of words that might be in the book. Discuss the list with the child. Finally, ask the student to skim and scan the text to confirm content and vocabulary predictions. Things to note in context:

- Did the student make a reasonable prediction?
- Did the student come up with appropriate words directly related to the topic of the text?
- Was the student able to skim and scan to confirm or revise the original predictions?

Name: _____

Date: _____

Making Words

Directions:

1. Use the following letters in this activity:
c, e, e, h, o, o, p, s, s, t, t
2. Together, make as many little words as you can from these letters and record them in the boxes below.
3. Use all the letters and the clue below to make the mystery word.



2- and 3-letter words

4-letter words



5-or-more-letter words

Can you guess the mystery word?




When we check your health
I play a part,
I help the nurse
hear your heart.

I am a _____.

Glossary Task Card #1

1. Find a book with a glossary. 
2. How many words are in this glossary?
3. Choose one word from this glossary.
4. Find your word in the book. What page is it on?
5. Draw a picture about your word. 
6. Use your word in a new sentence.
7. Explain why you think this word is in the glossary.

Glossary Task Card #2

1. Find a book without a glossary.
2. Read the book. 
3. Choose 4 to 6 important words from the book.
4. Make your own glossary using these words. 
5. Put the words in ABC order.
6. Look up the words in a dictionary. 
7. Write a simple glossary with a partner.
8. Share your glossary with someone else.

People in My Community

Sanitation Worker

Levels: GR: J; DRA: 18; EI: 17–18

Book Summary: An exploration of the job of a sanitation worker. Children will explore the many ways sanitation workers help take care of the community. They will also learn about the tools sanitation workers use in this simple form of informational text.

Focus on the Text:

- Consistent placement of text
- One to three sentences per page
- Running Word Count: 146 words
- Vocabulary to discuss: garbage, germs, incinerator, landfill, recyclables, route

Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Scanning the text to make predictions
- Understanding simple facts about a topic

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 what they know about the job of a sanitation worker with the rest of the group. Use this discussion time to implant some of the vocabulary from the text. (Teacher note: Implanting vocabulary involves the teacher using language from the text during previews and discussions.)

Open to page 4. Ask students to read this first page on their own. Then briefly allow them to add to their discussion about sanitation workers, garbage, or recycling.

Page 6. Ask: *What is this sanitation worker doing?* Explain that sometimes the photograph doesn't tell everything the author wants the reader to know. On this page, for example, the text reads, "They lift heavy bags into a truck," but this is not shown in the photograph. This is information that adds to the photograph.

Page 8. Think aloud: *When I quickly scan the words on this page, I see the word "gloves." Scanning is when my eyes move quickly across the words until I find what I am looking for. Can you find the word "gloves"?* Explain that your eyes can look at the photo or the words to make predictions about the contents of the page. Say: *I think this page will be about sanitation workers using gloves.* Leave this page for students to read independently.

Page 10. Say: *Let your eyes scan the words and photo here and make a prediction about the text.*

Page 12. Ask: *Where is this garbage truck? What is it doing?* Give students a few moments to scan the text. After they are done, discuss landfills and incinerators.

Page 14. Say: *When I look at this page, I notice there is a vehicle that doesn't look like a regular garbage truck. What do you think this vehicle is doing?* Briefly discuss students' thoughts and predictions. Let them make personal connections to street sweepers if possible. Leave this page for students to read independently.

Pages 16–20. Say: *Before you go back and read the book, scan the next few pages of text and see other ways the sanitation worker helps the community.* 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 briefly to remind students how scanning helps readers anticipate what they will read and learn in the text.

Individual Reading with Teacher Coaching:

Teacher observes for:

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

People in My Community

Strategy Mini-lesson:

Strategy: Scanning the text

1. Think aloud: *When we read the book Sanitation Worker, we noted that sometimes the reader has to look quickly at the photo and the words to predict what the text will be about.*
2. Explain that good readers do this type of scanning a lot. Tell students that we scan as we read newspapers, TV schedules, short articles, and other informational texts.
3. Say: *When good readers scan a text, they do not read every single word. Instead, they let their eyes find the most important words and then decide if they need to read further.*
4. Explain that readers don't have to know every single word to know what the text will be about.
5. Tell students that scanning is something that should be done quickly.
6. Ask students to practice scanning using other informational texts. Students should select a text, open to a page, and quickly be able to tell what they think that page will be about.
7. Observe students as they practice to see if their predictions are reasonable and have meaning.

Phonics Focus:

Focus on words with hard and soft /g/ in them. Ask students to look for words in the book that have the letter /g/ in them. Make a list of these words on index cards or small sticky notes. Let students sort them according to whether the word has the hard or soft /g/ in it. Invite students to find other /g/ words from around your classroom.

Hard /g/ words in the book: bags, big, belongs, garbage, get, gloves, goes, good, grip

Soft /g/ words in the book: garbage, germs

Another Look (Revisiting and Responding to Text):

Reading:

- Have students practice reading the book *Sanitation Worker* 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:

- In the book *Sanitation Worker*, the author uses alliteration to make the text more interesting. Alliteration, the use of repeating sounds, makes the text pleasing to the ear of the reader. Give examples from the book of using words that begin with the same sound. One example is on page 4: "Sanitation workers help keep a community clean." Here, the /k/ sound repeats. Another example is found on page 8: "Gloves help them get a good grip." The /g/ sound repeats in this sentence. Encourage students to try alliteration in their own writing.

Practice and Apply Strategies (Literacy Center):

Research Center: Sorting Words

- Copy and laminate the word cards from the book *Sanitation Worker* and the word sorting mat found on pages 18 and 19 of this guide. Place these word cards along with the sorting mat in your Word Work Center. Students can sort the words by the number of parts in each word. For a more permanent assessment, copy the word cards and sorting mat on paper, and allow students to glue the words in the appropriate boxes.

Assessment:

Observe students reading the text individually. As they read, note the following things in context:

- Did students read all the way through hard words?
- Did they understand specialized vocabulary or concepts?
- Did they use picture clues? Sound out? Reread?
- Were they able to identify the important information in the book?

When the student completes the reading, ask him or her to retell (either orally or in writing) the book in his or her own words.

bags

clean

community

garbage

gloves

heavy

incinerator

landfill

litter

recyclables

route

sanitation

sidewalks

streets

sweepers

truck

weather

worker

Name: _____ Date: _____

Words with More than One Part

Directions: Look at the word cards from the book *Sanitation Worker*. Sort the cards into the columns on this chart. Check your sort with someone else.

One-part words	Two-part words	Three-or-more-part words

People in My Community

Teacher

Levels: GR: 1; DRA: 16; EI: 15–16

Book Summary: An exploration of the job of a teacher. Children will explore the many ways that teachers help children learn in this simple form of informational text.

Focus on the Text:

- Consistent placement of text
- One to three sentences per page
- Running Word Count: 146 words
- Vocabulary to discuss: field trip, learning, school, subjects

Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Sampling and predicting text
- Understanding simple facts about a topic
- Making connections while 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 what they know about the job of a teacher with the rest of the group.

Open to page 4. Say: *Let's read the first page together. What important jobs do you think the teacher does?* Let students share any personal connections they can make as they think about their own teachers. Discuss any other subjects children learn in school in addition to those mentioned here.

Page 6. Ask students to read this page independently. After they read, ask: *What does this page tell us?* Discuss the idea that children everywhere go to school. Ask: *How do you think schools might be the same in other countries? What might be different?*

Page 8. Think aloud: *When I look at this photo, I notice that this teacher is helping the girl with the computer. I think I might read something on this page about how teachers use computers with their students.* Leave this page for students to read independently.

Page 10. Ask: *What is the boy in this photograph doing?* Students should infer that he is asking or answering a question. Ask students to read the text to confirm their prediction about what the boy might be doing.

Page 12. Say: *Can you scan the text on this page to find out what we will learn here about teachers?* Give students a few moments to scan the text. After they are done, discuss the different subjects that teachers teach. Ask students to share how scanning helped them take part in this discussion.

Page 14. Ask: *Where do you think these children might be going? Let's practice scanning the text to get more information.* After the students scan, discuss why a class might go on a field trip. Discuss that teachers usually plan field trips to extend students' learning.

Pages 16–20. Say: *Before you go back and read the book, scan the next few pages of text and think about what else you will learn about teachers.* 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 briefly to remind students how scanning helps readers anticipate what they will read and learn in the text.

Individual 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

People in My Community

Strategy Mini-lesson:

Strategy: Making text-to-self connections while reading

1. Think aloud: *When I get ready to read an informational text, I think about the topic that I am going to read about. Then I ask myself, "What do I know about this topic?" For example, when I think about teachers, I know I will probably read something about teachers working in schools, helping children learn, and teaching students important information.*
2. Explain to students that often this information comes from making connections with the topic. Say: *This is called "making a connection." I know what teachers do because I have had the personal experience of being in school with teachers. Sometimes this is called a "text-to-self" connection.*
3. Ask students to choose a page from the book *Teacher* that reminds them of something they have experienced. Invite each student to make a text-to-self connection.
4. Students can share their text-to-self connection with a partner or in the group.
5. Remind students that any connections that a reader makes to the text should help enhance the text and make it more understandable.

Phonics Focus:

Focus on the root word "teach." Write the word "teach" on a chart or board. Invite students to identify the beginning sound (onset) and ending sounds (rime). Note that you can change the beginning sound to make new words. Ask students to make new "-each" words.

Some "-each" words students might make: beach, bleach, peach, preach, reach, teach

Tell students that you can also make new words by changing the ending sounds. These words can be made by adding "-er" at the end: bleacher, preacher, teacher, teacher

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *Teacher* independently or with a partner. As they read, ask them to think about all the information the author shares about teachers.

Writing:

- In the book *Teacher*, the author tells us all about the job of a teacher. Ask students to think about what they would do if they were a teacher. They can use the form on page 22 of this guide to help them write. Let students share their writing with a partner or with the whole group.

Practice and Apply Strategies (Literacy Center):

Classroom Library: Making Connections

- In your classroom library, display a large T-chart with one side labeled "The book I read" and the other side labeled "My connection." Supply this center with pencils and 3" x 5" sticky notes or index cards. Students should select a book, read it, and then use two sticky notes or index cards. On the first note or card, they should write their name and the title and author of the book they read. On the second note or card, students can write two to three sentences describing a text-to-self connection they made when reading the book. Students can post the notes or cards on the T-chart in the classroom library for others to read.

Assessment:

Use the form on page 23 of this guide to record students' understanding of the book *Teacher*. Remind students to use complete sentences in their writing. As you read each student's completed form, note the following things in context:

- Did the student write in complete sentences?
- Does the information the student shared come directly from the book?
- Does the student understand the important job of the teacher?

Name: _____ Date: _____

If I Were a Teacher

Write about what you would do if you were a teacher:



A large rectangular box with a black border, containing seven horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.

Draw a picture below of you being a teacher.



A large empty rectangular box with a black border, intended for drawing a picture of the student as a teacher.

Name: _____ Date: _____

Some Ways a Teacher Helps People

Read the book. Write at least two sentences in each box that describe how a teacher helps people. Draw pictures to go with your sentences.



People in My Community

Veterinarian

Levels: GR: J; DRA: 18; EI: 17–18

Book Summary: An exploration of the job of a veterinarian. Children will explore the many ways veterinarians help care for a variety of animals. They will also learn about the tools vets use in this simple form of informational text.

Focus on the Text:

- Consistent placement of text
- One to three sentences per page
- Running Word Count: 169 words
- Vocabulary to discuss: operate, stethoscope, temperature, thermometer, X ray

Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Summarizing as you read
- Understanding simple facts about a topic

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 what they know about the job of a veterinarian with the rest of the group. Use this discussion time to implant some of the vocabulary from the text.

Open to page 4. Ask students to read this first page on their own. Then briefly allow them to add any information to their prior discussion about veterinarians.

Page 6. Ask: *What do you think this vet is doing?* Discuss what it means to set broken bones.

Page 8. Think aloud: *When I look at this photo, I notice that this vet is taking care of someone's pet cat. It looks like she works in an office or clinic.* This think-aloud gives students a glimpse into your thinking as a reader.

Page 10. Ask: *What do you think this vet is doing? Where is she working?* Students should infer that she is taking care of a pig. If necessary, help them understand that the setting of this photo is a farm. Discuss what other tasks the vet might do on the farm. Ask students to read the text to confirm or revise their predictions about the text.

Page 12. Say: *Can you scan the text on this page to find out what we will learn about vets?* Give students a few moments to scan the text. After they are done, discuss the other animals that vets may treat in their job. Ask students to share how scanning helped them take part in this discussion.

Page 14. Ask: *What do you think this vet is doing?* Let students make personal connections to their own visits to the doctor. Then think aloud: *We have looked at several pages of this book. When I think about all that we have learned so far, I know that some vets take care of pets, and others take care of farm, zoo, and wild animals. I think this next part will tell me more about tools since this page started telling about the tools vets use.*

Pages 16–20. Say: *Before you go back and read the book, scan the next few pages and see the other tools that vets use.* As students scan, note their behavior. Are they actually paying attention to the text and photos, or are they simply turning the pages? You may want to remind students how scanning helps readers anticipate what they will read and learn in text. Discuss words students will need to be successful when they read the text on their own.

Individual 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

People in My Community

Strategy Mini-lesson:

Strategy: Summarizing as you read

1. Think aloud: *When I get an informational text, I know it is important to summarize while I read. A summary is telling briefly in your own words what you have read so far.*
2. Explain to students that summarizing every page or so helps you know and understand what you are reading.
3. Ask students to choose a page or two from the book *Veterinarian* that they would like to summarize. Students should read their selected text and summarize either in writing or orally with a partner.
4. Think aloud: *Sometimes when I summarize, I realize that I need to go back and reread a section that I can't remember. This helps me make my summaries more complete. It also helps me find important information that I may have missed the first time.*
5. Remind students that summarizing as you read is an important strategy that helps increase your understanding of the content. It also helps you recognize what you do understand and decide what you do not understand.

Phonics Focus:

Focus on the root word "vet." Write the word "vet" on a chart or board. Invite students to identify the beginning sound (onset) and ending sounds (rime). Note that you can change the beginning sound to make new words. Ask students to make new "-et" words.

Some "-et" words students might make: bet, get, jet, let, met, net, pet, set, wet

Explain to students that they can think of any of the words above as an anchor word. This means that if you know how to spell one of the words, then you can spell the others by just changing the beginning sound.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the text independently or with a partner. As they read, ask them to stop periodically and summarize what they have read in their own words. Remind students that they may have to go back and reread a section to be able to summarize well.

Writing:

- Say: *Pretend you are a vet. Use the planning page on page 26 of this guide to get ready to write about being a vet. Remember that good writers use a lot of description as they write. Give students time to plan and write. When they are done, let them share their writing with a partner or conference with you for feedback. Post the writing on a board labeled "If I were a vet..."*

Practice and Apply Strategies (Literacy Center):

Research Center: True or False

- Place the book *Veterinarian*, a True or False T-chart, and the sentence cards from page 27 of this guide in your Research Center. Students can read the cards and determine if the facts are true or false. They should verify this using information from the book. They can sort the cards onto the T-chart.
- For a permanent assessment, copy the cards and let students glue them to their own construction paper T-charts.

Assessment:

Plan to conference with each student individually. Select several informational texts and ask the student to choose one to read orally. You may choose to take a brief oral reading record at this time. After the student has read several pages, ask him or her to stop and summarize what he or she has read. Discuss the summary with the child. Continue with the remainder of the text and an additional summary if necessary. Things to note in context:

- Did the student demonstrate understanding of the text based on the summary?
- Was the summary concise and complete?
- Did the student need to go back and reread for understanding?
- When this student reads, is the oral fluency appropriate for his or her level?

Name: _____ Date: _____

If I Were a Veterinarian

Directions: Use this form to help you plan your writing. Think about what you would do if you were a vet. Write about it.

Planning for my writing:

If I were a veterinarian, I would work with _____ animals.

I would work at a _____.

Words I might use in my writing:

My picture of me as this type of vet:

** Now write about your picture on another sheet of paper. Describe what you would do if you were a veterinarian.

Vets always work in a hospital or office.

Vets sometimes clean teeth, operate, and set broken bones.

Vets never give medicine.

Some vets treat wild animals. This is not dangerous.

A stethoscope helps the vet hear the animal's heartbeat and breathing.

X rays help the vet see an animal's bones and organs.

If you have a question about your pet, you can always call a vet.

Vets sometimes have to treat sick or hurt animals.

People in My Community

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; Stacey Manse, Book Room Administrator and leveling specialist in the Sarasota County (FL) school system; and Debra Voegel, M.Ed., former elementary administrator.

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