

Teacher's Guide for...



Where I Live

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 *Where I Live*, published by Weekly Reader® Early Learning Library. 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 everyday life in a variety of scenic settings. 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 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.

Where I Live

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 Melissa Alonso, excerpted from *Primary Literacy Centers: Making Reading and Writing STICK!* published by Maupin House, 1-800-524-0634.

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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 high-frequency words. 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.

I Live in the City

Levels: GR: C; DRA: 3; EI: 3-4

Book Summary: A glimpse into everyday life in the city. Young readers will learn about places where children hear sirens, see bright lights, and visit a museum.

Focus on the Text:

- One to two lines of text per page
- Running Word Count: 54 words
- High-frequency words: and, are, I, in, the, to

Focus on the Reader:

- Understanding simple facts about a topic
- Decoding simple words in context
- Practicing directionality in reading
- 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 each student to share any prior knowledge he or she has about the city. Explain to students that in this book, they will read about things they might see and hear if they lived in the city.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to explain how they know that this picture shows a city. Note how students use their prior knowledge to confirm that this is a city.

Page 6. Read the sentence together. Have students point to the words as they read. Ask: *How do we know this picture is in a city?* (You may want to help students notice the fire hydrant, the car parked on the street, and the large building.)

Page 8. Ask students to locate the word that describes this photograph (*stores*). Ask them to share any prior knowledge (schema) they have about shopping in a large mall or in “big stores.”

Page 10. Think aloud: *When I look at the photo on page 11, I notice that there are a lot of lights. This makes me wonder if this page is going to be about the lights in a city.* Leave the page for students to read independently later in lesson, during Individual Reading with Teacher Coaching.

Page 12. Ask: *What do you notice on these two pages?* Note if students use the photo, their prior knowledge, and/or the words to discuss what they notice.

Page 14. Invite students to scan this text to find out what they will learn when they read this page. Ask students to make personal connections by sharing what they know about ice cream trucks.

Page 16. Ask: *What do you think these children are doing?* 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 living in the city.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Individual Reading with Teacher Coaching:

Observe students as they read the text individually. 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.

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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 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 them if they think it is easy to understand the text when you read like this. 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.
3. Reread the same pages you read previously, but this time read fluently. Ask students to discuss the difference from your earlier performance.
4. Say: *I'd like you to select at least three pages from the book that you would like to read aloud to the group.*
5. 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.
6. Remind students that good readers practice their reading to understand text better.

Phonics Focus:

Focus on words with short and long vowel /i/ in them. Ask students to search the text to locate all the words with /i/ in them. Record each word on an index card. Ask students to sort the word cards by short and long vowel /i/. Students can search other books to find other words that have short and long vowel /i/ in them.

Short vowel /i/ words in the book (in order of appearance): live, in, city, big, visit

Long vowel /i/ words in the book (in order of appearance): I, drive, by, bright, lights, shine, sirens, ice, like

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *I Live in the City* with a partner, alternating pages as they read. Remind them to practice reading with fluency. Let students practice with an assortment of books from your classroom library.

Writing:

- Explain to students that the city has many sights and sounds. They should use the form on page 6 of this guide to list the sights and sounds they might see and hear in the city. Emergent writers may need to make picture lists and label them. Students can illustrate and write a description of the city using their word list. They can use the form on page 7 of this guide to write their descriptions.

Practice and Apply Strategies (Literacy Center):

Word Work: Reproducing Words

- Place the word cards created in the Phonics Focus 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.

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 fluid?

Name: _____

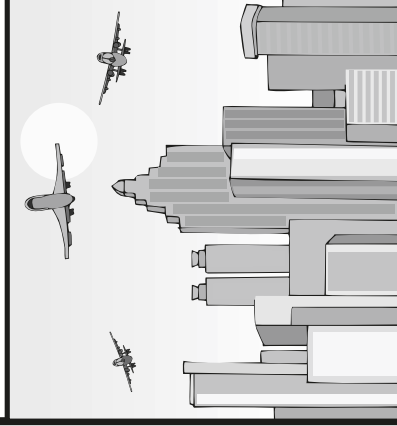
Date: _____

Sights and Sounds in the City

Things We See in the City



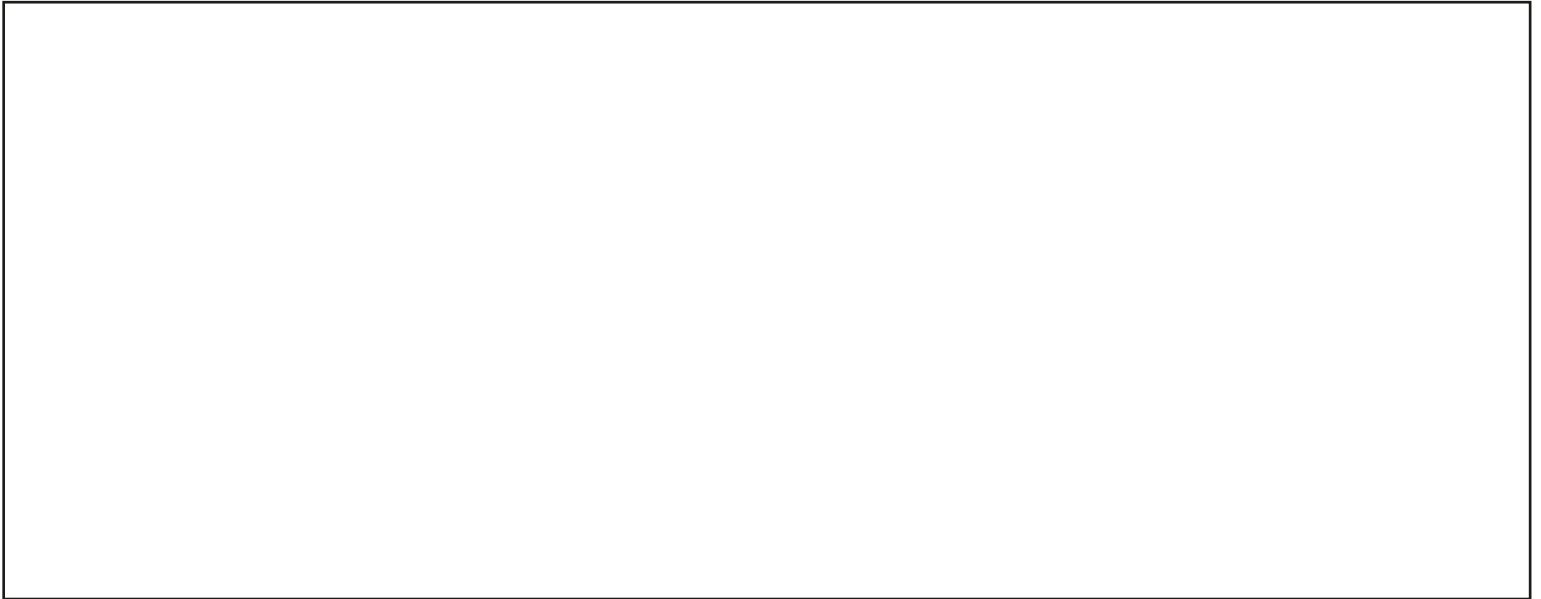
Things We Hear in the City



Name: _____ Date: _____

Living in the City

Draw a picture that shows what you might see and hear in the city.



Write about your picture on the lines below. Use details in your writing. If you need more room, you may finish your writing on the back of this page.

I Live in the Country

Levels: GR: C; DRA: 3; EI: 3–4

Book Summary: A glimpse into everyday life in the country. Young readers will learn about places where children watch cows, listen to crickets, and see many stars at night.

Focus on the Text:

- Two lines of text per page
- Running Word Count: 51 words
- High-frequency words: a, at, I, in, the

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality in reading
- Sampling and predicting 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 the country. Explain to students that when they read this book, they will learn about all the things they might see and hear if they lived in the country.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to discuss how they know this photograph shows the country.

Page 6. Say: *I see the flowers in this photograph. This makes me think this page is going to have the word "flowers" on it.* Read the sentence together. Have students point to the words as they read. Remind students that good readers use the photos and the words to help them read.

Page 8. Ask students to locate the word that describes what they see in this photograph (*trees*).

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

Page 12. Say: *I see cows on this page. This makes me think that I will see the word "cows" when I read.* Leave the page for students to read independently later in lesson, during Individual Reading with Teacher Coaching.

Page 14. Invite students to scan this text to find out what they will learn when they read this page. Ask students to discuss what the word "cows" means.

Page 16. Ask: *What do you think we will read about the country on this page?* Remind students to use the photograph to help them make a 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 living in the country.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Individual Reading with Teacher Coaching:

Observe students as they read the text individually. 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 using any or all of the following prompts: *Does (what you said) make sense? Does (that word) sound right? Does (that word you said) look right?*

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Strategy Mini-lesson:

Strategy: Sampling and Predicting Text

1. Think aloud: *When I read an informational book, I know that there are many special words. Sometimes they are hard to figure out. It is important for me to think about what words I might see in the book before I read.*
2. Open the book to pages 12 and 13, look at the picture, and say: *When I look at this page in the book, I notice the cows bent over and kneeling down and eating grass. Some of the special words I think I might see on this page are "cows," "grass," and "eat." When I think about these words, I also have to remember that this is a book about the country. Then I ask myself, "Does my guess make sense?"*
3. Read the text on page 12 and discuss which words are there and why.
4. Remind students that when they read, they need to think about what special words might be in a book.

Phonics Focus:

Focus on words that begin with the /c/ sound as in the word "country." Students can locate words in the book that begin like "country." List them on a chart. Have students find other words that begin with this /c/ sound in your classroom or in other books to add to the chart.

Words that begin with /c/ (as in "country") in this book (in order of appearance): country, cows, crows, crickets

Another Look (Revisiting and Responding to Text):

Reading:

- Each student should have a copy of the book *I Live in the Country*. Students can practice reading the book with a partner. They can help each other solve any unknown or difficult words they encounter using the strategies you modeled during the opening conversation or coaching time (such as using picture clues, skipping difficult words and then coming back to them after reading the rest of the sentence, and getting your mouth ready with the beginning sound). Students can use the form on page 10 of this guide to remind them of the strategies good readers use when they read.

Writing:

- Ask students to think about what else they might see if they lived in the country. Each student can use the form on page 11 of this guide to make a new book titled *What I See in the Country*. When students have completed the form, have them cut apart the boxes and staple them into their mini-books.

Practice and Apply Strategies (Literacy Center):

Art Center: Create a Scene

- Place a copy of the book *I Live in the Country* and art supplies in your Art Center. Encourage students to think about what they would see in the country. They should use construction paper, markers, glue, crayons, etc. to create a country scene. Students may use small sticky notes to label the things in their scene. Display students' country scenes on a bulletin board titled "Sights of the Country."

Assessment:

Listen to one or two students read the book *I Live in the Country* individually. Complete the oral fluency scale below on their reading:

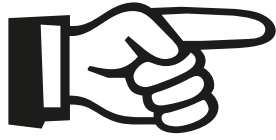
- 1 - Reading is word by word. Choppy. No flow (phrasing).
- 2 - Reading is a little more fluid with phrasing. Long pauses make it difficult to understand the text.
- 3 - Reading is fluid and easy to understand with few or no full stops.

After completing the oral fluency scale, ask individual students to complete an oral retelling. Ask each student to tell you what the book was about. As the student retells the book, consider the following questions:

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

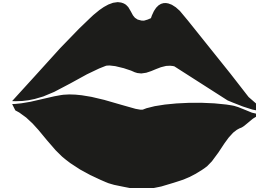
When they read, good readers...

Point to the words



Cat

Get their mouths ready to say the first sound

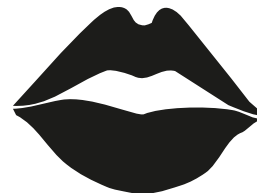


The snake is sliding in the grass.

Think about what they are reading



Chunk unknown words



sli ding

Skip a word and come back to it

The snake is _____ in the grass.

Think about what makes sense



Name: _____

Date: _____

What Do You See in the Country?

Directions: Think about what things you might see if you went to the country. Write one thing you would see in the country in each box. Draw pictures to go with your sentences.

I see _____ in the country.

I see _____ in the country.

I see _____ in the country.

I see _____ in the country.

When you are finished, cut apart the boxes and staple them into your own little book. You might want to put a cover on your book and title it *What I See in the Country*.

I Live in the Desert

Levels: GR: D; DRA: 4; EI: 5-6

Book Summary: A glimpse into everyday life in the desert. Young readers will learn about places where children notice cacti growing, lizards hiding, and snakes sliding on the sand.

Focus on the Text:

- One to three lines of text per page
- Running Word Count: 48 words
- High-frequency words: are, I, in, is, on, the

Focus on the Reader:

- Understanding simple facts about a topic
- Decoding simple words in context
- Practicing directionality in reading
- Solving words during 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 each student to share any prior knowledge he or she has about the desert. Explain to students that in this book, they will read about things they might see if they lived in the desert.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to explain how they know this is a picture of the desert.

Page 6. Read the sentence together. Have students point to the words as they read. Say: *I notice the big cactus plants in the picture. I know that a cactus grows in really hot places.*

Page 8. Ask students to locate the word that describes this photograph (*dry*). Say: *I wonder why the author chose this photo for this page. Help students make the connection between the word "dry" and the cracked ground in the photo. (Note: You may want to discuss how photos and text match further in an additional mini-lesson after reading the entire text.)*

Page 10. Think aloud: *When I look at the photo on page 11, I notice that the Sun seems to peek through the plants. This makes me wonder if this page is going to be about the Sun.* Leave the page for students to read independently later in the lesson, during Individual Reading with Teacher Coaching.

Page 12. Ask: *What is this plant called?* Note if students use the photo, their prior knowledge, or the words to help them answer the question. Ask students to read the text and confirm what this plant is called.

Page 14. Invite students to scan this text to find out what they will learn when they read this page. Ask students to make personal connections by sharing what they know about lizards.

Page 16. Ask: *What do you think this snake is doing?* 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 living in the desert.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Individual 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.

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Strategy Mini-lesson:

Strategy: Word-Solving During Reading

1. Think aloud: *Sometimes when I am reading, I find words that I don't know. I know that sometimes I can look at the picture to help me. When I can't figure the word out by the picture, I can get my mouth ready to say it by saying the first letter.*
2. Open to page 10 of the book and read the sentence aloud, leaving out the word "warms."
3. Say: *Since I am not sure what that word is and I can't figure it out from the picture, I have to think about what I am reading and get my mouth ready to say it, like this.* Read the sentence slowly while running your finger under the text: *The Sun w_____ the desert.*
4. Say: *Because the word starts with a /w/ sound and is talking about what the Sun does to the desert, I can guess that this word is "warms."* Confirm the guess by going back and reading the entire sentence aloud.
5. Say: *Let's find some other words that we can figure out using this strategy.*
6. Help students practice and apply this strategy as they word-solve in this book and other books.

Phonics Focus:

Say the following words from the book: *cactus, cold, desert, dry, hot, lizards, nights, plants, sand, and snakes.* Ask students to identify the beginning sound for each word. You may want to print these words up on index cards to show students after they guess the beginning sound. Remind students that sometimes when they don't know a word, it helps to get their mouth ready and say the first sound.

Another Look (Revisiting and Responding to Text):

Reading:

- Invite students to reread the book *I Live in the Desert* on their own. They can also read the book with a partner. (If they partner - read, they should help each other solve any difficult words using the word - solving strategies they have learned.) When they finish reading, they can write or draw a response using one of the following sentence stems: "I notice..." or "I wonder..."

Writing:

- Explain to students that the book *I Live in the Desert* describes where someone lives. Make sure students can read and understand the cards on page 14 of this guide. Then have students discuss and describe where they live with a partner. Students can use the word cards and their discussion to help them write about where they live. Have students illustrate their writing. Display their writing and drawings on a bulletin board labeled "Where We Live."

Practice and Apply Strategies (Literacy Center):

Poetry: Read a Poem

- Copy the poem about the desert on page 15 of this guide on sentence strips or on a large piece of chart paper, or make an overhead transparency of page 15. Introduce the poem to your students during shared reading. Remind them that poetry is meant to be read aloud and with feeling. Place a copy of the poem in your Poetry Center along with paint sticks or dowel rods for students to use as pointers. Students can practice reading the poem with a friend.

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 fluid?

Use the information from your observation to plan future Strategy Mini-lessons for the individual, group, or whole class.



busy



dry

city



hot



cold

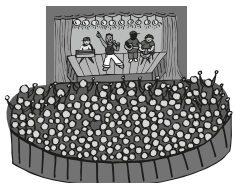
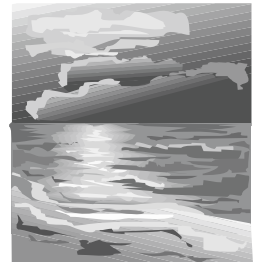


mountains

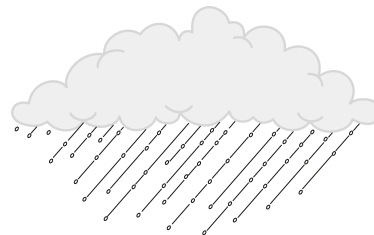
country



ocean

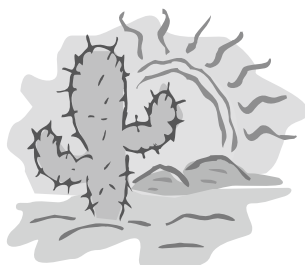


crowded



rainy

desert

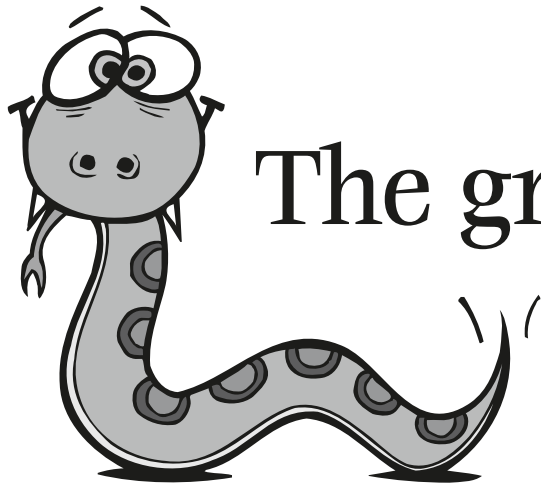
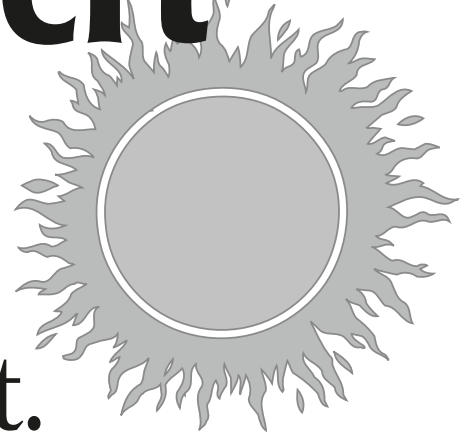


town



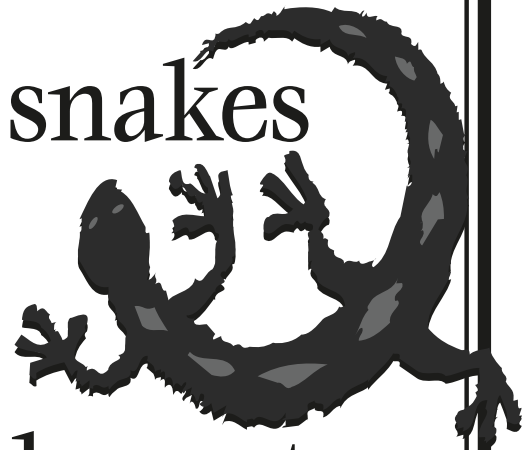
In the Desert

It's hot in the desert,
The sun shines bright.

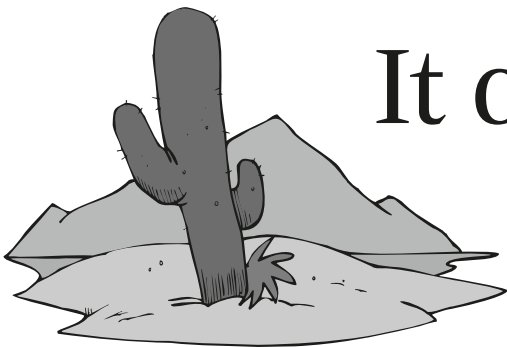


The ground in the desert
is very, very dry.

There are lizards and snakes
creeping in the sand.



Don't touch the prickly cactus,
It can hurt your hand!



I Live in the Mountains

Levels: GR: D; DRA: 4; EL: 5–6

Book Summary: A glimpse into everyday life in the mountains. Young readers will learn about places where children see mountain goats climbing, clouds up close, and trees that look tiny from far away.

Focus on the Text:

- Two to three lines of text per page
- Running Word Count: 47 words
- High-frequency words: a, are, I, in, of, on, the

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality in reading
- Using an index and 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 each student to share any prior knowledge he or she has about the mountains. Explain to students that in this book, they will read about things they might see if they lived in the mountains.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to discuss what they might see out the windows of these houses. Say: *How do we know these houses are in the mountains?*

Page 6. Read the sentence together. Have students point to the words as they read. Ask students to discuss any prior knowledge they have about tall mountains.

Page 8. Ask students to locate the word that describes the mountains in this photograph (*rocky*). Say: *These mountains look different from the other mountains we have seen already in this book. This makes me think these mountains might be in a different place.*

Page 10. Ask: *What do you think this animal is called?* Let students skim and scan the sentence to confirm the animal's name. Leave the page for students to read independently later in lesson, during Individual Reading with Teacher Coaching.

Page 12. Ask: *What do you notice about the mountains in this photograph?* Discuss the snow and the clouds. Leave this page for students to read on their own.

Page 14. Invite students to scan this text to find out what they will learn when they read this page. Ask students to discuss what the author means when she writes, "Trees on tall mountains look small."

Page 16. Ask: *What do you think we will read about mountains on this page?* Remind students to use the photograph to help them make a 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 living in the mountains.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Individual 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.

Where I Live

Strategy Mini-lesson:

Strategy: Identifying Important Information

1. Think aloud: *When I read informational books, I know that there are many important words or ideas to help me understand the topic. Today I want to think about important words in the book I Live in the Mountains.*
2. Assign each student one or more pages of the book to reread. Make sure all pages are assigned to a student.
3. Give each student a paper and pencil. Say: *As you read your page(s), I want you to write down the most important word or words you find there.*
4. Give students time to read their page(s). Help them as they record their words. Then let each student share his or her words with the group.
5. Say: *Sometimes the important words or ideas in a book are listed in the index or the glossary. An index allows the reader to find only what he or she wants to read in a book, and a glossary helps the reader understand difficult words.*
6. Give students an opportunity to look through this book's index (on page 24) and glossary (on page 22) to locate their words. Explain that some important words might not be in the index or glossary.
7. Remind students that good readers practice thinking about the most important information as they read.

Phonics Focus:

Conduct a word-building lesson using the letters from the word "mountain." Give students mixed-up magnetic letters or letter cards with the following letters: a, i, m, n, n, o, t, u. Do not tell the students what the letters spell when they are arranged correctly together. Ask students to use the letters to make as many small words as they can. They should start by making two-letter words, then three-letter words, and so on, until they guess the mystery word that all the letters spell together. Students can record their words using the form on page 18 of this guide.

Some two-letter words students can make: am, an, at, in, it, on

Some three-letter words students can make: aim, ant, man, mat, Nan, nit, non, not, nun, nut, oat, out, tam, tan, tin, ton

Some four-or-more-letter words students can make: anti, aunt, main, mint, moan, moat, mount, noun, tuna

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *I Live in the Mountains* 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.

Writing:

- Ask students to think about what it would be like to live in the mountains. They should use the information from the book and their prior knowledge to write about a day in the mountains.

Practice and Apply Strategies (Literacy Center):

Research Center: Let's Find Out

- Place a copy of the book *I Live in the Mountains* and page 19 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 living in the mountains.

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.

Name: _____

Date: _____

Making Words

Directions: Use the letters listed below to make as many words as you can. Write the words you make in the boxes below. Try to use all the letters to make the mystery word.

a, i, m, n, n, o, t, u

2-letter words

3-letter words

4-or-more-letter words

Mystery Word:

Challenge: Choose one word from each box and write a sentence using that word. Write your four sentences on the back of this page.

Name: _____

Date: _____

Let's Find Out

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

_____ look small on tall mountains.

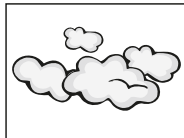
Some mountains are _____.

A _____ climbs on the rocks.

Sometimes there are _____ in the sky on top of the mountains.



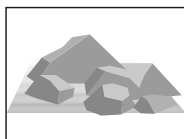
clouds



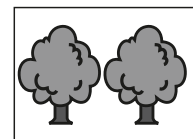
mountain
goat



rocky



trees



I Live Near the Ocean

Levels: GR: C; DRA: 3; EI: 3-4

Book Summary: A glimpse into everyday life near the ocean. Young readers will learn about places where children hear waves, watch dolphins, and pick up shells.

Focus on the Text:

- One to two lines of text per page
- Running Word Count: 46 words
- High-frequency words: I, in, on, the

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality in reading
- 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 living near the ocean. Ask students to make any personal connections they have to living near or visiting the ocean.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to discuss why they think this photograph goes with this sentence.

Page 6. Say: *I see the waves crashing on the shore. This makes me think this page will be about waves.* Read the sentence together. Have students point to the words as they read.

Page 8. Ask: *What do you see on this page?* Ask students to locate a word or words that describe this photo.

Page 10. Say: *I see a dolphin jumping out of the water. Let's look for a word that tells us what the dolphin is doing.* Let students skim and scan the sentence and use the photograph to locate the word "leap." You may have to discuss its meaning with students.

Page 12. Say: *I see fish swimming in the photo. This makes me think that I might see the words "fish" and "swim" when I read. Can you find them?* Let students browse through the sentence and locate the words "fish" and "swim." Ask them to explain how to confirm that these are the words "fish" and "swim" (by using beginning and ending sounds).

Page 14. Invite students to scan the text and the photo to find out what they will learn when they read this page. Briefly discuss students' predictions in the group. Leave the text for students to read on their own during independent reading.

Page 16. Ask: *What are these people doing?* Remind students to use the photograph to help them make a 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 living near the ocean.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Individual 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.

Where I Live

Strategy Mini-lesson:

Strategy: Summarizing Text

1. 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 I Live Near the Ocean.*
3. Write a book summary together as a group. Let students share what they learned from the book. Each should dictate one or two sentences that sum up the book. Record their sentences on a piece of chart paper or the board.
4. When you have recorded all the responses, go back and read the generated list.
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.

Phonics Focus:

Use the book *I Live Near the Ocean* to focus on words that contain the /sh/ sound. Ask students to locate words in the text and/or identify things in the photos that begin with /sh/. Record these words on a chart or the board. Students may want to add other words from around your room. Run your hand under the words as you read them. Then let students practice writing the words on miniature dry-erase boards. As they read through each word aloud, they can erase the letters read.

/sh/ words in this book: shells, ships, shore

Another Look (Revisiting and Responding to Text):

Reading:

- Have students read the book *I Live Near the Ocean* with a partner. They can alternate pages as they read and practice reading with fluency. You may want to give students an elbow PVC pipe (playback pipe) so they can listen to their own reading. Remind them that reading should sound like talking.

Writing:

- Use pages 6–18 of the book to demonstrate how writers describe things using strong verbs. Explain to your students that verbs are words that tell what is happening. Use the word cards on page 22 of this guide as examples of strong verbs from the text. Students should try to use these and other strong verbs in their own writing.

Practice and Apply Strategies (Literacy Center):

Research Center: True or False

- Create a large T-chart with columns labeled “True” and “False” and place it in this center as a sorting mat. Have students use the T-chart to sort out the facts found in the sentences on page 23 of this guide. They can use the photos and text from the book *I Live Near the Ocean* to determine if each fact is true or not.

Assessment:

Observe students as they 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?

After they read, 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?

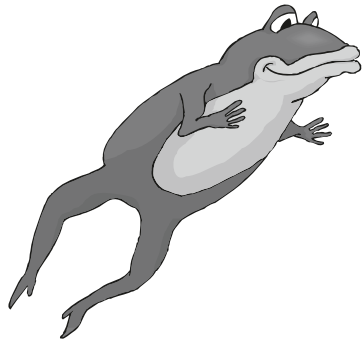
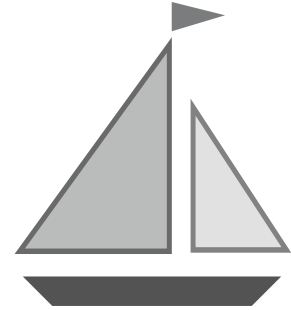
Strong Verb Cards

Directions: Use the cards below to show students strong verbs from the book. Add your own verbs to the blank cards. Have students practice writing using these strong verbs.

hear



sail

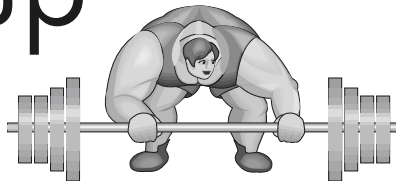


leap



swim

pick up



walk



Ocean
waves crash on
the shore.

Ships sail
on the ocean.

Dolphins
cannot leap.

Fish swim
in the ocean.

People should
not swim in
the ocean.

You can
find shells near
the ocean.

Some shores
are rocky.

There is
no sand near
the ocean.

I Live in a Town

Levels: GR: C; DRA: 3; EI: 3-4

Book Summary: A glimpse into everyday life in a town. Young readers will learn about places where children swing in a park, swim in a swimming pool, and watch a parade.

Focus on the Text:

- One to three lines of text per page
- Running Word Count: 58 words
- High-frequency words: a, I, in, is, on, the

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality in reading
- Thinking about my 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 each student to share any prior knowledge he or she has about living in a town. Explain to students that in this book, they will read about things they might see and hear if they lived in a town.

Open to page 4. Read the first page together. Discuss the photograph on page 5. Ask students to discuss why they think this photograph goes with this sentence.

Page 6. Say: *This is an overhead view of a town. I can see many things that might be in the town.* Read the sentence together. Have students point to the words as they read. Ask students to name some of the things they see in the photo.

Page 8. Say: *When I look at this page, I see a barn. This makes me think there might be a farm near the town.* Leave this page for students to read on their own during independent reading.

Page 10. Ask: *What do you think we will read on this page?* Let students skim and scan the sentence and use the photograph to confirm their thinking. You may have to discuss the word “woods” with students.

Page 12. Say: *I see stores and people on this page. What do you think we will learn about living in a town in our reading?* Let students browse through the sentence 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. Briefly discuss students’ predictions in the group. Leave the text for students to read on their own during independent reading.

Page 16. Ask: *What do you think we will read about on this page?* Remind students to use the photograph to help them make a 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 living in a town.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Individual 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.

Where I Live

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 living in a town. She describes the town using many special words. Good readers should be able 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 and laminate the cards on page 26 of this guide.
4. Tell students that you are going to hold up a card that describes something in or about a town. 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.

Phonics Focus:

Focus on words that rhyme with "town." Explain to students that knowing one word can often help them spell and read other words. For example, if a reader knows the word "town," then he or she could figure out the word "down" because they look almost the same. Ask students to help you generate a list of words that rhyme with "town."

Some words that you might use are: brown, clown, crown, down, drown, frown, gown

Another Look (Revisiting and Responding to Text):

Reading:

- Students can reread the book with a partner. They can help each other solve any unknown words they encounter using the strategies you have discussed during the book introduction, coaching, or Strategy Mini-lesson.

Writing:

- The book *I Live in a Town* says that people who live in a town usually know a lot of the other people who live there. Invite students to write a letter to someone who lives near them. Remind them that friendly letters have a greeting, a body, and a closing.

Practice and Apply Strategies (Literacy Center):

Classroom Library: Reconstructing Text

- Copy the text from the book *I Live in a Town* onto small tagboard strips or index cards. Store the strips or cards in a small zipper storage bag along with a copy of the book in which you have covered the text with sticky notes or removable labeling tape. Students can look through the book with a partner and match the text on the tagboard strips or index cards with the pictures. They can check their text match by lifting the sticky notes or labeling tape.

Assessment:

Use page 27 of this guide to take an oral reading assessment on students as they read individually. As each student reads, 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?

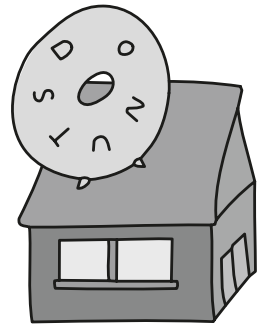
After completing the oral reading record, ask each student to complete an oral retelling. As the student retells the book, consider the following questions:

- 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?

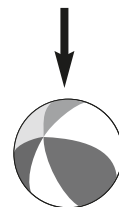
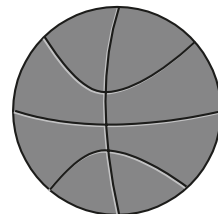
farm



shops



parade



small

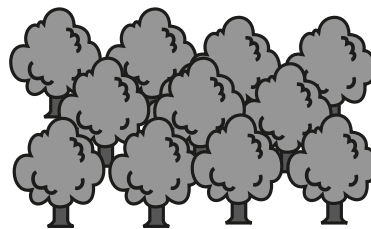
people



swings



pool



woods

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)
4	I live in a town.				
6	My town is small.				
8	My town is near a farm.				
10	My town is near the woods.				
12	I know all the people in my town.				
14	I swim in the pool in my town.				
16	I swing on the swings in the park.				
18	My town has a big parade.				
20	I like to live in a town.				

*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

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; Suzi Boyett, author and literacy consultant; and Kristin Boerger, author and literacy consultant.

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