

Guided Reading with

## The Sun, Earth, and Moon

Guided Reading Level: N

DRA Level: 30

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** Read this book to learn about the three most important objects in our solar system: the sun, Earth, and the moon.

### About the Book

Page number: 16, Word Count: 412

**Genre:** Nonfiction

#### Focus:

#### Concepts of Print and Reading Strategies:

- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use context to confirm decoding of unknown words
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to commas and end punctuation to guide phrasing and support comprehension
- use text to visualize concepts presented
- refer to text evidence when discussing an informational text

- use text features to navigate an informational book (labeled diagrams, glossary)
- read and interpret numerical information included in text
- make connections between different sections of an informational text to synthesize information presented
- read a longer text with stamina, using section breaks to pause, reflect, and synthesize
- determine main idea of each section and the entire text in an informational text

#### Supportive Text Features:

- some details supported by illustrations
- varied sentence lengths and formats
- supportive informational text features (labeled diagrams, glossary)

#### Phonics:

- review r-controlled vowels ar, er, ir, or, ur + r-controlled vowel combinations (e.g., ear as in earth, our as in four, source)
- review long i spelling pattern “igh” as in light, night, bright, high; contrast with i-e (long i with silent e) words (e.g., satellite, life, survive, dioxide, tide, time) and alternate example eight
- syllabication of multisyllable words with various syllable types, especially content-specific vocabulary

#### Common Core Standards:

- RF.3.3, RF.3.4
- RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

**ELL/ESL:** *El Sol, la Tierra, y la Luna*

See last page

### Getting Ready to Read

#### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about our solar system? What’s in it? What do different things in our solar system do?



- What do you wonder about how the solar system works?
- What do you know about the Sun, the Earth, and our Moon?

## 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*The Sun, Earth, and Moon.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Have children predict what the book will say about the sun, Earth, and moon. Predict whether the book will be fiction or nonfiction. Ask them to notice the illustration; what does it seem to show?
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Notice how many illustrations are labeled diagrams. Remind students to pause to think about them while reading.

## 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word,

remind them to re-read the sentence afterwards and think about the information shared.

## 4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific vocabulary words and phrases include: sun, Earth, moon, solar system, galaxy, Milky Way, stars, gases, dust, gravity, satellite, orbits, axis, "speed of light," carbon dioxide, oxygen, tides, North Pole, Northern Hemisphere, Southern Hemisphere, South Pole, summer, winter
  - (Note: Some of these words are defined in the book's glossary.)
  - Math vocabulary words include: million, miles, kilometers, days, year, hours, minutes
  - Other useful vocabulary words include: objects, huge, band, center, mass, natural, rotates, source, travel, produce, appears, shine, brightly, reflects, energy, survive, bulge, opposite, tilt, direct
- This informational text includes text in paragraph form about the sun, Earth, and moon and how they impact the solar system, including light/heat for living things, tides, and seasons. Vocabulary and conceptual demands are high; expect to offer extra support.



- Nonfiction text features included in the book: diagrams (P.6-7, 8-9, 10-11, 12-13, and 14-15) and glossary.

Guided Reading Note: Level N is the benchmark for mid third grade. Children reading at this level are at a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

### Reading the Book

- 1. Set a purpose by telling children to read the book to find out about the sun, Earth, and moon.**
- 2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue**

**reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.**

### **3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words? Do they sound out letter by letter for an unknown word?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

### **4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.**

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”



- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?" "Did you think about sounding out letter by letter?"

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the concepts presented by asking students to visualize or explain in their own words.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points,

and commas as clues to reading with a particular kind of expression or inflection.

- Call attention to the sequence of information presented in the text.
- Model how to revisit the text to find specific examples or ideas in the text.

### After the First Reading

**1. Have children confirm their predictions and talk about what information the book shared about the sun, Earth, and moon.**

**2. Ask questions like:**

- What's a galaxy? How are the sun, Earth, and moon related to the idea of a "galaxy?" Give evidence from the text.
- What are the sun, Earth, and moon each made of? How are they related to each other? Give evidence from the text.
- What does "orbit" mean? What did the book teach us about how objects in our solar system orbit?
- What did the book teach us about light? How does the sun's light and heat impact Earth?
- What causes tides? Give evidence from the book.
- What causes seasons? Give evidence from the book.
- How did the diagrams in this book help you make sense of the information? Give an example. Why do you think the authors included so many diagrams?



- Why do you think the authors decided to write this book? What do you think they hope kids will remember?
- What is the purpose of the glossary?
- Why do you think the authors included the diagrams?
- What are you still confused about or wondering about this topic?

### Second Reading

- 1. Have children reread the book silently or to a partner.**
- 2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.**
  - While they are reading, watch what children do and what they use from the teaching time.
  - You might also take a running record on one child as an assessment of the child's reading behavior.
  - You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

**Language:** Work together to summarize the information in the book by brainstorming headings for each section and using them to create a chart. Then add bullet points summarizing key details under each heading.

Practice using the glossary by revisiting certain sections together that include key vocabulary. Flip to the glossary, read the word's definition, and re-read that section of the text. Have students practice explaining the ideas presented in their own words.

Have students work together to create a posters with labels and captions about concepts in the text, such as seasons, tides, why we need the sun to survive, etc.

Review some of the key multi-use vocabulary words from the book — words students are likely to see and use elsewhere, such as objects, huge, band, center, mass, natural, rotates, source, travel, produce, appears, shine, brightly, reflects, energy, survive, bulge, opposite, tilt, direct. Have students develop brief skits to act out the meaning and use of each word.

Review the sounds of r-controlled vowels ar, er, ir, or, ur using words from the book or others. Talk about how sometimes other spelling patterns can be used to spell r-controlled vowel sounds, such ear as in earth, our as in four, source. Practice reading other words that use these patterns to make r-controlled vowel sounds.

Use words from the book to review different ways of spelling the long i sound. Compare long i words with silent e (e.g., satellite, life, survive, dioxide,



tide, time) to words with “igh” (e.g., light, night, bright, high.) Practice reading and spelling other words with these spelling patterns.

Work together to divide words from the book into syllables to read them. Talk about different syllable types. Focus especially on using syllable types to read some of the content-specific vocabulary.

**Mathematics:** Revisit the numerical information and math vocabulary in the text. You might choose to focus on standard vs. metric units for distance or representing large numbers in numerals vs. words.

Discuss the time amounts presented in the text. List each amount of time on a sticky note and order them from shortest to longest. Then create a corresponding sticky note for each amount stating what it represents from the book.

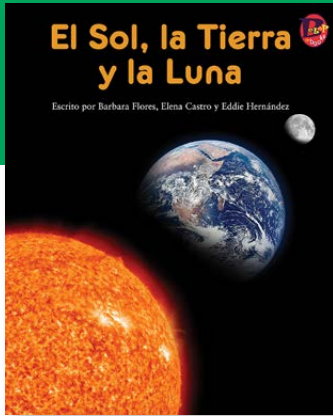
**Science:** Further investigate what living things need to survive by setting up a light/heat related experiment with plants, such as attempting to sprout bean seeds in different locations.

**Social Studies:** Revisit the section about seasons while consulting a globe. Use a ball to represent the sun and model what it means for the Earth to “tilt.” Have students find the Northern and Southern hemispheres. Look at a calendar and discuss what season it would be in different locations during that month.

Read books about cultural traditions related to the seasons or the moon cycle, such as *A Full Moon is Rising* (<https://www.leeandlow.com/books/a-full-moon-is-rising>), *Summer Sun Risin’* (<https://www.leeandlow.com/books/summer-sun-risin>), *The Woman Who Outshone the Sun* (<https://www.leeandlow.com/books/the-woman-who-outshone-the-sun-la-mujer-que-brillaba-aun-mas-que-el-sol>),

*Water Rolls Water Rises* (<https://www.leeandlow.com/books/water-rolls-water-rises-el-agua-rueda-el-agua-sube>), *Surprise Moon* (<https://www.leeandlow.com/books/surprise-moon>), *Piecing Earth and Sky Together* (<https://www.leeandlow.com/books/piecing-earth-and-sky-together>), *When the Shadbush Blooms* (<https://www.leeandlow.com/books/when-the-shadbush-blooms>), *The Journey of Carlos and Ceci* (<https://www.leeandlow.com/books/the-journey-of-carlos-and-ceci>), and *Giving Thanks* (<https://www.leeandlow.com/books/giving-thanks>).

**Physical Education:** Have students create dance/movement routines to represent key concepts in the book, such as the earth and moon orbiting/rotating on their axis, tides, or seasons.



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### Guided Reading with **El Sol, la Tierra y la Luna**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

#### Noun Support

Provide students the following definitions for el Sol, la Tierra y la Luna:

**El Sol-** es una estrella en el centro de nuestro sistema solar.

**La Luna-** es el único satélite natural que gira alrededor de la Tierra.

**La Tierra-** gira alrededor del Sol en poco más que 365 días (un año).

Afterwards, with different colored highlighters on photocopied pages (if possible), have students highlight different elements in the text associated with **el Sol** in one color, **la Tierra** in another color, and **la Luna** in a third color. Students can discuss what they learned in the text.

Additionally, students can refer to words in the glossary and then find them and underline them in the text after reading. Students can put the words from the glossary in their reading journal or on a word wall in the classroom to refer to throughout the year.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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