



Adapted by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Rico Ramirez

Guided Reading with

## I KNOW AN OLD LADY

Guided Reading Level: G

DRA Level: 12

Intervention Level: 11

by Barbara Flores, Elena Castro,  
and Eddie Hernandez  
illustrated by Rico Ramirez

Page number: 8, Word Count: 146

**Genre:** Fiction

**Focus:**

**Concepts of Print and Reading Strategies:**

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- read with fluency and stamina
- notice rhyming words in the text and use them to support fluent reading
- adjust voice when reading sentences ending in question marks and exclamation marks
- read verbs with -ed endings

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes rhyming words
- text includes some repetitive language
- punctuation supports comprehension (e.g. question marks, exclamation marks)

**High-frequency Words:**

*I, an, who, a, me, my, she, do, you, her, have, how, that, what, with, of*

**Phonics**

- words ending in -y (fly, my)
- words ending in -at (cat, that)
- words ending in -og (dog, hog)
- words ending in -oat (goat, throat)

**National Standards:**

- RE.1.1, RE.1.2, RE.1.3, RE.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

**ELL/ESL**

*Conozco a una viejita* See back page

**Overview:** You won't believe what an old lady ate! This funny rhyme tells all about it.

### Getting Ready to Read

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

- Have you ever heard the song "I Know An Old Lady Who Swallowed a Fly" before? How does it go?
- What does "swallow" mean? What things would be really silly for someone to swallow?

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

- Hold the book. Call children's attention to the title. Read: "I Know An Old Lady."
- Ask children to predict what the old lady will do in this story.
- Show the back cover and read the copy. Talk about what the old lady might eat.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them what they think the old lady swallowed on each page.

**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 at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

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

- The book contains familiar words: I, an, who, a, me, my, she, do, you, her, have, how, that, what, with, of
- The text loosely follows the structure of the traditional song, with rhyming phrases on each page.
- The text includes a range of commas, question marks and exclamation marks.

## Reading the Book

#### 1. Set a purpose by telling children to read the book to find out what the old lady eats.

#### 2. Have children read quietly, but out loud.

Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

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

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?

- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

#### 4. As children read, suggest a reading strategy if they are struggling:

“Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

#### 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 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 story grammar—characters,



setting, problem, solution, and so on.

- 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 and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

1. **Have children confirm their predictions and talk about what the old lady swallowed.**
2. **Ask questions like:**
  - What did she swallow first? What did she swallow next?
  - Why do you think the authors wrote about the animals in the order that they did?
  - Do you think this story is funny? Why or why not?
  - Do you think this story is real or made up? What makes you think so?
  - What do the animals feel about this situation? How do you know?

## Second Reading

1. **Have children reread the book in a whisper voice or to a partner.**

2. **This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.

## Cross-Curricular Activities

**Language:** Have children turn the book into a short performance by acting out the story using simple props, puppets, or masks as they read.

Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting the different episodes.

Have children revisit the text to hunt for various punctuation marks, perhaps marking them with highlighter tape. Practice reading some of the sentences together and attending to punctuation.

Create a two-column chart to list the rhyming pairs in this book. Brainstorm additional rhyming words for some of the pairs or use magnetic letters or letter tiles to change some of the words into new words.

Have children write additional verses to the rhyme by brainstorming other animals the old lady could swallow and phrases to rhyme with them.

Compare and contrast this book to other versions of this rhyme.

**Music:** Listen to a musical version of this rhyme and sing along.



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## Guided Reading with **CONOZCO A UNA VIEJITA**

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:** The old lady in the story eats the following objects: una mosca, una araña, un pájaro, un

gato, una perra, un chivo, un caballo

Print the illustrations from the story. Write the objects from the story on word cards, and then cover up the sentences in the book. Have students match the appropriate word to the corresponding illustration.

**Verb Support:** The narrative follows a rhyming scheme throughout. Have students go through photocopied pages of the text and highlight verbs that rhyme. Ask students to notice why those words rhyme, and why they don't rhyme with other verbs on the page (i.e. se comió, se murió; le gruño, se murió).

For students engaging with both English and Spanish texts, have students note that there is an exclamatory sentence on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficulty with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

**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.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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