



8 pages, 57 words

Genre:

Realistic 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
- use questions asked in the text to support comprehension
- adjust voice when reading sentences ending in question

Supportive Text Features:

- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match sentence breaks
- familiar content close to many children's experiences
- punctuation supports comprehension (i.e., question marks)

High-frequency Words:

I, like, play, with, in, can, you, why, which, do

Phonics

- word ending: ing

National Standards:

- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.7

ELL/ESL

Las estaciones

[See back page](#)

Guided Reading with

THE SEASONS

Guided Reading: E

DRA: 6

Intervention: 7

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Mary Ramirez-Greene

Overview: What do you play in each season of the year? Which season do you like best?

Getting Ready to Read

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

- What are the seasons called?
- What is the weather like during each season?
- What do you like to do in each season?

2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *The Seasons*
- Ask children to predict what the book will tell them about each season.
- Show the back cover and read the copy. Ask children which season they each like best.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask children to tell what happens as they turn each page.
- Ask them to notice which season each picture shows.

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. Encourage



them to read on and return to the unknown word after completing the sentence.

4. Be aware of the following text features:

- The book contains familiar words: I, like, play, with, in, can, you, why, which, do. It also contains the names of the four seasons: winter, spring, summer, fall.
- There is some repetitive phrasing such as "I like [season.]" and "I play _____ in [season.]"
- The text asks, "Can you guess why?" about liking each season.
- There is a compound word: snowballs.

Reading the Book

1. Set a purpose by telling children to find out about what someone might play in each season.

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:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding

out?

- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

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, known parts of the word, or say all the sounds in the word to read 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 information presented, including the sequence and use of topic-specific vocabulary.
- 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.
- Model how to revisit the text to find specific examples or ideas in the story.



After the First Reading

1. Have children confirm their predictions and talk about what the characters said about each season.

2. Ask questions like:

- What did the child do in the winter?
- Why did the child like spring?
- Where did the child go in the summer?
- What did the child do in the fall?
- Did the book remind you of anything you like to do in different seasons?
- What changes with each season? Look at the clothes the children wear, the colors of nature, what the weather and plants are doing, the activities the children each do, and so on.

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: Practice matching word cards with key vocabulary from the book to picture cards that show their meaning (e.g., winter, spring, summer, fall, snowballs, kite, beach, leaves.) Talk about the letters and word parts of some of the words.

Provide children with some of the sentences

from the book to cut out, read, and match to illustrations depicting different seasons.

Have children write, "I like..." sentences and include the question, "Can you guess why?" Have children take turns reading their writing aloud and discuss their opinions.

Read aloud books about different seasons, such as *My Steps* (<https://www.leeandlow.com/books/my-steps>) or *When This World Was New* (<https://www.leeandlow.com/books/when-this-world-was-new>.) Talk about connections between texts.

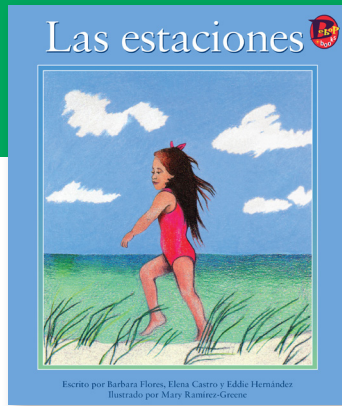
Mathematics: Use a yearly calendar to identify which months comprise each season where you live. Find the first day of each season, relevant holidays, etc. Add information to a chart titled, "What we know about each season."

Have children survey classmates or others in the school about their favorite seasons. Provide a recording sheet that requires students to read and/or write the season words to gather their data.

Science: Learn more about what causes changes in seasons. Read about the weather in season. Add more information to your chart about "What we know about each season."

Social Studies: Use a globe or map to locate places that experience seasons differently than where you live, such as countries on the opposite side of the equator.

Art: Have children make four-part self-portrait series depicting themselves in each season. Encourage them to include background details that show the weather and show themselves doing things they enjoy in each season.



Guided Reading: E
EDL/DRA: 6
Intervention: 7

Guided Reading with **LAS ESTACIONES**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following seasons are listed: el invierno, la primavera, el verano, el otoño

The following elements of the seasons are listed: la nieve, papalote, la playa, las hojas

Print the illustrations from the story. Then, print the names of the seasons on cards. Print the objects associated with the seasons from the story on cards. Have students match the names of the seasons with the correct illustration. Then, have students match the names of the objects associated with the seasons with the correct name of the season and its illustration.

For students engaging with both English and Spanish texts, have students note that there are questions on pages 3, 5, 7, and 8. In Spanish, the question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

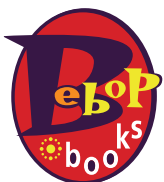
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Abraham Barretto, Vice President of Educational Sales Bebop Books

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com