

Guided Reading with

## TINY TONY

Guided Reading Level: J

DRA Level: 18

Intervention Level: 17

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Page number: 16 , Word Count: 175

**Genre:** Fiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- maintain comprehension over more text episodes
- use context to understand unfamiliar vocabulary
- make inferences to understand ideas not explicitly stated in the text

### Supportive Text Features:

- some details supported by illustrations
- predictable narrative text structure including a beginning and several repetitive episodes
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats
- illustrations show additional details not explicitly stated in the text

### High-frequency Words:

*on, a, and, they, were, that, would, have, or, to, when, what, than, his, in, the, an, by, do, it*

### Phonics

- -y ending to represent long e sound (tiny, happy)
- adjectives with -er endings that change y to i (happier)
- regular vs. irregular past tense (e.g., -ed endings vs. find/found)

### National Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.10

### ELL/ESL

*El pequeño Toñito* See back page

**Overview:** Tony is a tiny boy, but he can do many things even though he is very small.

## Getting Ready to Read

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

- What does “tiny” mean?
- What might a tiny person or animal have to think about because of his or her size?

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

- Hold the book. Call children’s attention to the title. Read: “Tiny Tony.” Talk about the title and what it might mean.
- Ask children to use the picture on the cover to predict how tiny Tony might be.
- Show the back cover and read the copy. Ask children to predict what Tiny Tony might be able to do.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what Tiny Tony is doing in each picture.

### 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 quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

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

- The book contains familiar words, including a variety of high frequency words.
- Vocabulary words that may be unfamiliar to students include: obey, sturdy, growl, snout, scold.
- The story presents information about Tiny Tony through examples of how he makes accommodations for his tiny size.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into 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.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what Tiny Tony can do even though he’s very small.**

**2. Have children read the story 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 story about?” or “Tell me how the story 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?
- 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?”

**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 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.
- 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. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- 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 Tiny Tony could do.**

**2. Ask questions like:**

- What information did the book give to help you know exactly what size Tony was?
- How did Tiny Tony do things differently than his typical-size parents?
- How would you describe Tiny Tony as a character? Why do you think that? (If students do not mention it, encourage them to think about how he responds to challenges.)
- What can we learn from Tiny Tony?
- What do you think it would be like to be as tiny as Tony? Why do you feel that way?



## 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:** Study the adjectives in the story that end in -y to represent the final long e sound (tiny, happy.) Brainstorm other adjectives that follow this rule and make up names for other fictional characters to practice reading them (e.g., Shiny Suzy, Heavy Harvey, Bumpy Barney, Lazy Lucy, Greedy Gary). Practice writing sentences about each character to discuss changing the -y to i when adding a superlative ending (e.g., "Tiny Tony was the tiniest member of his family. He was tinier than his father's finger.")

Study the past tense verbs in the story and create a chart showing verbs that use the regular -ed past tense (e.g., lived) and verbs that use other irregular endings (e.g., bought, found). Brainstorm additional examples that fit in each category.

Have small groups of children work together to turn the book into a puppet show performance. Consider having children add speech bubbles to some of the pages to create sound effects and dialogue to act out. Talk about reading with expression and maintaining fluency over longer sentences.

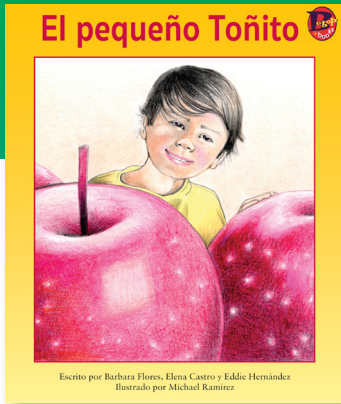
Choose several pages to revisit and chart details not explicitly stated in the text that can be inferred based on what's written and/or the pictures. (E.g., "Tiny Tony skated around on the plates with sponges on his feet to scrub them." "Tiny Tony enjoys helping his parents." "Tiny Tony rode on a chick's back.")

Compare and contrast this "tiny tale" to various tall tales. (Tall tales include exaggerated elements, often "larger than life.")

**Mathematics:** Use this story as a springboard for discussing measurement. Have children determine estimates of Tiny Tony's height in inches, using the actual measurements of items referenced in the story as a guide (e.g., an adult's finger, a typical apple, a chick). Ask them to give evidence to support their thinking in pictures, numbers and words.

**Social Studies:** Discuss what it would be like to be smaller than average in real life. What kind of accommodations help people who are smaller than average? What other accommodations would be helpful to be more inclusive of differently sized people?

**Art:** Have children create individual artwork or a mural depicting tiny characters doing things in unique ways because of their size. Ask them to write sentences describing what the tiny characters do.



## Guided Reading with **EL PEQUEÑO TOÑITO**

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.

**Verb Support:** Pequeño Toñito helps his mamá and papá around the house and the following actions are provided:

*Guided Reading Level: J*  
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Action: se ponía esponjas en los pies/Reason: lavar los trastes

Action: enontró una plama/Reason: sacudir los muebles de la casa

Action: encontró un dedal/Reason: ordeñar la vaca

Action: juntar las manzanas en la huerta

Print all of the different actions and the reasons why Pequeño Toñito does them for his mamá and papá on individual word cards. Mix up the word cards, and then have students sort the action with the correct reason (except for the "juntar las manzanas en la huerta").

Then, print the words "mamá" and "papá" on word cards and place them in front of students where there is space underneath. Have students sort the action and reason word cards underneath the correct heading, and which actions he did to help his mamá and which actions he performed to help his papá.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statement in the book. 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 difficult 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.

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**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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