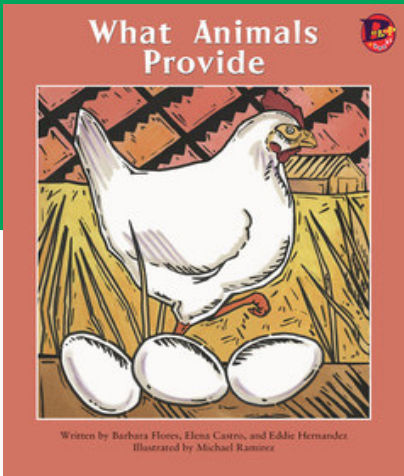




BEBOP CLASSROOM CONNECTION



Guided Reading with

What Animals Provide

Guided Reading Level: J

DRA Level: 18

by Barbara Flores, Elena Castro, and Eddie Hernandez

Overview: Read this book to find out about some of the different things animals provide for people..

About the Book

Page number: 8, Word Count: 152

Genre: Nonfiction

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, including content-specific vocabulary, 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
- use text and illustrations to visualize information presented

- use background and vocabulary knowledge to help read and comprehend unknown words

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- text includes some repetitive language and phrasing
- varied sentence lengths and formats

High-frequency words:

- Some, and, to, can, be, that, it, is, a, they, on, or, where, are, for, us, with

Phonics:

- Compare words with long vowel sounds spelled with silent e and words with long vowel sounds spelling with

long vowel digraphs (e.g., provide, make, places, ride, compete, races vs. eat, sheep, goats, cheese, sweet, cream, loads, raise)

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8

ELL/ESL:

Lo que los animales nos dan

See last page

Getting Ready to Read

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

- What’s your favorite animal? Why do you like it? Does that animal help people in any way?
- What does the word “provide” mean?

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

- Hold the book. Call children’s attention to the title. Read: “What Animals Provide.”
- 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. Refer back to your conversation about the word “provide.” Ask children if they think the book will be fiction or nonfiction and why they think that.
- 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. Ask them to share questions they have about the illustrations that might be answered as they read. Introduce some of the content-specific vocabulary if you’d like, including cajeta, defined at the back of the book.

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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- 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

the animal words: chickens, sheep, goats, cows, donkeys, horses. It also includes the high frequency words some, and, to, can, be, tha, it, is, a, they, on, or, where, are, for, us, with.

- Content-specific or more challenging vocabulary words include: provide, dairy, transport, pleasure, compete, rodeos.
- The book is an informational text, with information about what a different common animal provides on each page. Most pages start with [“Animal”] provides ____.”

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 different things animals provide for people.
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?
- 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 use sound out the word?” “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.
- 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 events in



the book.

- Model how to revisit the text to find specific examples or ideas in the book.

After the First Reading

1. Have children confirm their predictions and talk about what this book taught them about insects.

2. Ask questions like:

- What was one animal this book discussed? What did that animal provide? What was another animal discussed? What did that animal provide?
- How was what each animal provides the same? How was it different?
- How could you sort what animals provide for people into different categories? In which categories did the examples from the book fit?
- Why do you think the authors chose these animals to include in the book?
- What other animals do you know that provide things for people

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: Beginning with the words "provide" and "eat," look for words in the book that either use silent e or a vowel digraph to spell a long vowel sound. Sort the words into the appropriate categories. Brainstorm other words that fit into each category.

Have students summarize the book content using a two column chart, listing each animal on one side and what it provides on the other. Then, add a third column or circle the words in different colors to categorize each animal's resources – e.g., "food" vs. "clothing and materials" vs. "help with work," and "fun."

Have students use the text structure to create additional pages for the book about other animals and what they provide.

Mathematics: Have students generate survey questions for classmates related to the information presented in the book. For instance, "Do you like cow's milk, goat's milk, or another milk best?" or "Do you like eggs hard-boiled, scrambled, another way, or not at all?" "Do you like to wear clothes



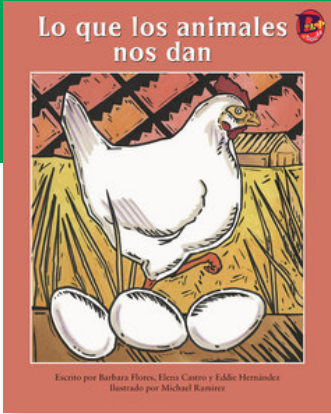
made out of wool, yes or no?" "Do you think it's fun to ride a horse, yes, no, or I don't know?" Have students represent their findings visually and in writing.

Science: Connect the edible animal resources described in the book to nutrition. Discuss or chart ideas about how milk, eggs, cheese, yogurt, etc. help people meet nutritional needs? What other non-animal resources do people use to fuel their bodies?

Social Studies: Discuss how might this book have been different if written based on a different location or culture. Use other books or online tools to help students research how those in various places or cultures use animal resources. For example, compare the use of animal resources in Arctic climates with those in a tropical location.

Choose an industry mentioned in the book to learn about in more detail. For instance, watch videos or read about family dairy farm operation. Learn more about occupations associated with procuring animal resources.

Engage students in a debate about whether they believe it's right to use animals to provide things for people. Why or why not? Learn more about the perspectives of vegetarians, vegans, etc.



Guided Reading with **Lo que los animales nos dan**

Guided Reading Level: J
DRA Level: 18

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 & Verb Support

The following nouns are the animals and the products produced by animals:
los animales, las gallinas, huevos, comidas, la borrega, la lana, ropa, cobijas,

la cabra, la leche de cabra, queso, yogurt, cajeta, las vacas, la leche de vaca, mantequilla, yogurt, helado, los asnos, los caballos,

Print the names of the objects on individual index word cards. Cover the text from the story and have students match the nouns/items with their corresponding illustration. If possible, have students identify the verbs used to describe the animals and the products produced by the animals. How does this help students visualize the animals and their products?

The story talks about how animals can also help people with things: cargar cosas pesadas, vigilar a las borregas, transporter personas o cosas, nos dan ayuda, nos divierten, monta los caballos, cría, competir en carreras, nos dan comida

Print the verb phrases on individual index word cards. With or without support from the illustrations in the story (with the text covered), have students match each phrase with the animals listed in the noun support.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements 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

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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

Copyright ©2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



For more information about Bebop Books, please contact quotes@leeandlow.com

An imprint of LEE & LOW BOOKS | 95 Madison Avenue New York, NY 10016 | 212-779-4400 x. 26 ph.212-683-1894 fax