

Guided Reading with

A SPIDER'S BODY

Guided Reading Level: J

DRA Level: 18

Intervention Level: 17

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Page number: 8 , Word Count: 104

Genre: Nonfiction

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
- solve words using analogies to previously solved words
- look at each part or syllable of a longer word to read it
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use context to understand unfamiliar vocabulary
- use labels to support comprehension

Supportive Text Features:

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

High-frequency Words:

a, they, are, the, and, on, it, to, see, for, are

Phonics

- multisyllable words

National Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7

ELL/ESL

El cuerpo de una araña

See back page

Overview: A spider's body has several parts. This book shows the parts of the body and how a spider uses them.

Getting Ready to Read

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

- What do you know about spiders?
- What do spiders look like?
- What do spiders do?

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

- Hold the book. Call children's attention to the title. Read: *A Spider's Body*. Talk about the title and what it might mean.
- Ask children to use the title and picture on the cover to predict what the book will teach them.
- Show the back cover and read the copy. Ask children to predict what parts of a spider's body will be in the book.
- Have children suggest some words related to spiders they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice the labels on each page and try to read some of them.

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, and number words two and eight.
- Content-specific vocabulary words include: abdomen, fangs, inject, venom, prey, spinnerets, silk
- Each page describes a part of a spider and explains how the spider uses that body part. A label marks each part in the illustrations.

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 parts spiders have and how they use them.

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 ideas presented and how they relate to one another.
- 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 ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.
- Discuss the labels in the book and how they are used. Discuss how readers can use this text feature to learn information and help them read the rest of the text.

After the First Reading

1. Have children confirm their predictions and talk about the information presented about spiders. Pay special attention to reviewing the vocabulary from the book.

2. Ask questions like:

- What are the two parts of a spider’s body?
- Describe a spider’s head. What’s on it? How does the spider use each feature?
- How does a spider hunt? What words did the book use to describe what a spider does?
- What’s on a spider’s abdomen? How does a spider use spinnerets? Why are they important?
- Why isn’t a spider an insect? What are the characteristics of arachnids?



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: Sort cards listing vocabulary words from the book by number of syllables. Practice segmenting each written word into syllables and discuss which letters are used to make the sounds in each syllable.

Use the text to practice summarizing the main purpose of a text and providing supporting evidence. Create a chart listing why each of a spider's body parts is useful.

Mathematics: Write story problems about how many total eyes, fangs, or legs a group of spiders would have. Encourage children to use repeated addition or draw an array to solve each problem.

Science: Use the information from this book and other sources to compare and contrast a spider and

an insect, focusing on each creature's body parts.

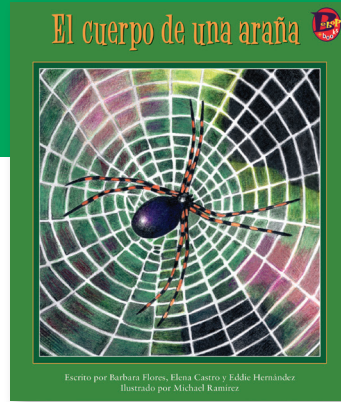
Use the format of the book to have children write about the parts of other living things. Ask them to use labels and write explanations about how the organism uses each part.

Investigate what specific type of spider is featured in the book. Provide a collection of books about spiders for children to explore and work with them to find articles online about different types of spiders. Can they solve the mystery of which spider is featured here?

Social Studies: Use books and online resources to learn about spiders native to different parts of the world.

Read traditional tales from different cultures that include spiders (e.g., Anansi stories). Make connections between texts.

Art: Have children create spiders out of recycled or collage materials. Encourage them to refer to the book to determine what body parts to include.



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Guided Reading with

EL CUERPO DE UNA ARAÑA

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 following body parts for the spider are listed in the story: la cabeza, el abdomen, ojos, colmillos, patas, hileras

Print the illustrations from the story, without the text and labels showing. Have students label the different body parts of the spider after reading.

Verb Support: The following verbs and their phrases are listed for how the spider uses particular body parts: ver, cazar, inyectar veneno a su presa, moverse y palpar, hacer seda

Print the verbs and their phrases on separate word cards. Show students the illustrations from the story without the text. Then, have students match the different verbs on the word cards with their illustrations.

Afterwards, take away the illustrations and have students match the body parts with the correct verb or verb phrase to build word knowledge.

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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