

Guided Reading with **SISTER, SISTER**

Guided Reading: *E*
DRA: 6 Intervention: 7

by Anne Sibley O'Brien

Overview: All sisters are unique. Meet two Latina sisters who seem to have very different interests, and see what brings them together.

12 pages, 72 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- using first person and third person singular verb endings
- reading plural nouns
- understanding opposites
- attending to alternating sentence patterns

Supportive Text Features:

- familiar words and concepts
- repetitive, patterned sentences
- humor used to engage the reader

High-frequency Words:

I, like(s), to, my, her, make, when, be, a, in

Common Core Standards

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

Hermana, hermana

See back page

Getting Ready to Read

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

- What are some things sisters and brothers agree about? What are some things sisters and brothers disagree about?
- Tell me about a time when you and your sister or brother (or cousin) did not agree.
- What kinds of activities do children like to do at home?

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

- Hold the book. Call children's attention to the title. Read: "*Sister, Sister.*"
- Ask children to predict what the story might be about.
- Show the back cover and read the copy. Ask children what kinds of things the sisters might like 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 notice what the girls are doing.



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. Suggest that children also think about what the sisters are doing in the picture and choose a word that makes sense in the sentence.
- 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 several high-frequency words as well as these familiar plural nouns: *songs, rocks, things, stories*.
- Many familiar verbs are used: *sing, listen, study, play, keep, read, love*.
- There are two alternating patterned sentences.
- The sentences on each two facing pages describe opposite activities.
- The last sentence does not follow either of the patterns.

Reading the Book

1. Set a purpose by telling children to read and find out about the sisters and what each girl likes to do.

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 pay attention to the endings of words?
- 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.” Encourage children to take a guess based on the subject of the story or to use the beginning sounds or known parts of the word. Encourage them to read on and return to the unknown word after completing the sentence.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have 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.
- 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.
- Work with first person and third person verb endings: I like...My sister likes..., and the plural noun *stories* in which the “-y” ending changes to “-ies.”
- Model how to revisit the text to find

specific examples or ideas in the story. Revisit *SISTER, SISTER* to find opposite likes/dislikes.

After the First Reading

- 1. Have children confirm their predictions about what each girl in the story likes to do.**
- 2. Discuss what the sisters liked and how their preferences are not the same.** Ask children how the sisters’ choices are similar but also different.
- 3. Reflect on how the sisters seem to deal with their differences.**
- 4. Brainstorm with children some ways the sisters could play together despite their different interests and ways of doing things.**
- 5. Explore with children how some of the sisters’ differences are not really very different from each other.** For example, the way they each feel about stories.

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

Art: Look through the book and find some evidence that one of the sisters likes to paint pictures. Divide children into two groups. Ask one group to paint, sketch, or draw a picture that represents what the younger sister likes. Ask the other group to paint, sketch, or draw a picture that represents what the older sister likes. When the pictures are finished, have the two groups share their work and compare what they included.

Music: Give children classroom instruments and let them make some music together. Record the children's music and then play it back for them. Discuss what children liked and didn't like about their music. Encourage them to choose their favorite parts of the recording. Alternatively, find different types of music (jazz, classical, rap, country, and so on) to play for children to discuss which type of music they liked or disliked and why.

Help children become aware of the concept of personal preferences. Talk about how each person may like different parts of their music, just like they may like different colors, foods, games, and so on. Make sure children understand that all personal preferences are acceptable; their choices are neither right nor wrong.

Science: Read children *IF YOU FIND A ROCK* by Peggy Christian. Then give children each an opportunity to find or choose a rock and observe it carefully. Provide hand lenses so children can examine their rocks in detail. Using the book as inspiration, make a chart or class book with children's observations, thoughts, and stories about their rocks. You

might even use a disposable camera or digital camera (or mobile phone) to photograph children's rocks and create illustrations for the chart or book.

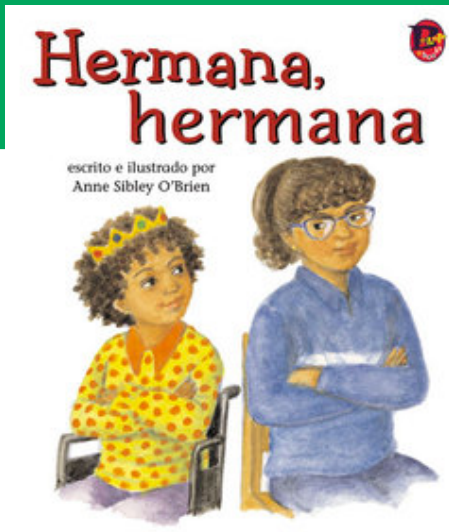
Math: There are two sisters in the story. Take advantage of this fact to teach and practice counting by twos. Use real objects, counters, or pictures to support children as they count.

Social Studies: The younger sister in *SISTER, SISTER* is in a wheelchair, yet it does not keep her from enjoying everyday activities. Help children become sensitive to people with special needs. Encourage children to talk about how they might help a child in a wheelchair participate in the activities of a normal school day. Also talk about the things families and communities do to make life easier for people in wheelchairs. For additional suggestions on how to talk to students about disabilities, check out this website:

<http://www.fredrogers.org/parents/everyday-experiences/disabilities.php>

Writing: Have children make up pairs of sentences using first person and third person singular verbs. They might start with "like/likes," but then introduce other familiar verbs such as "run/runs, eat/eats, see/sees," and so on. Help each child record one pair of sentences on drawing paper and then let children illustrate their sentences. Repeat with familiar singular and plural nouns.

Have children write and draw about their brother or sister (or cousin, neighbor, or best friend if they are an only child). What food does he/she like? What do he/she like to do outside? What is his/her favorite toy?



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Guided Reading with **HERMANA, HERMANA**

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.

The Spanish edition has alternating patterned sentences and many familiar words, although some of the verb conjugations may not be familiar to all children. The use of the pictures as clues to word meaning and discussion will support children in their reading.

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.

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