

Guided Reading with

SNOW CONES

Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by Mary Ramirez-Greene

Page number: 8, Word Count: 65

Genre: Realistic Fiction

Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- adjust voice when reading sentences ending in question marks and exclamation marks
- notice which character is speaking based on context and illustrations

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts a simple story through text and illustrations
- repetitive text
- text is similar to oral language

High-frequency Words:

a, is, who, I, come, in, and

Phonics

- consonant blends: sn, str, gr, fl

National Standards:

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

ELL/ESL

Los raspados

See back page

Overview: Three children enjoy yummy snow cones in different colors and flavors.

Getting Ready to Read

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

- What's a snow cone? Have you ever had one? Did you like it?
- How are snow cones made? What flavors can they be?

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

- Hold the book. Call children's attention to the title. Read: *Snow Cones*.
- Ask children to predict what might happen in the book.
- Show the back cover and read the copy. Ask children to predict where the kids in the book might get snow cones and what flavors and colors they will be.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what 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, or to try saying the sounds in a word and blending them.
- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: a, is, who, I, come, in, and. It also includes the color words yellow, red and purple.
- The story contains the compound word: snow cone.
- The pages contain patterned exchange between a snow cone seller and three children. Pages alternate between, "A [flavor] snow cone is [color.] Who wants a [flavor] snow cone?" and "I want a [flavor] snow cone!" The last page is different.

Reading the Book

1. Set a purpose by telling children to read the book to find out what kinds of snow cones the children will have.

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 the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before

reading the new word in the pattern?

- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Do they attend to the commas and sentence breaks?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

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:

- Review using the picture to help with each new word.
- Review using initial consonants, blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Review what a compound word is and how some compound words are open compounds (snow cone, ice cream, hot dog) and some are closed compounds (sunflower, rainbow)
- Call attention to all the high-frequency words children have learned and used.



- Note that it is important to look carefully at each picture for clues to finding out what the characters are saying and doing.

After the First Reading

1. Have children confirm their predictions and talk about what kinds of snow cones the children had.
2. Ask questions like:
 - Where did the children get the snow cones? What did the seller say?
 - What flavor did each child get? What color was each flavor?
 - What do you think the weather was like when this story happened? Why do you think that? What do you like to eat on a hot, sunny day?
 - What flavor snow cone would you choose? What other flavors could there be besides the ones in the book?
 - Can you find all the compound words in the story?
 - What other things might someone buy to eat on a warm or hot day to cool off?
 - Have you ever eaten a snow cone? What is it like? What is fun about it? What is challenging about it?
 - What would happen in the story if the seller ran out of a flavor one of the children wanted?

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: Match picture cards for different snow cone flavors or colors to word cards, starting with examples from the book. Talk about how to use the letters and sounds in each word to read it.

Have children turn the book into a short performance, reading the parts of the snow cone seller and children and acting out the story with simple props.

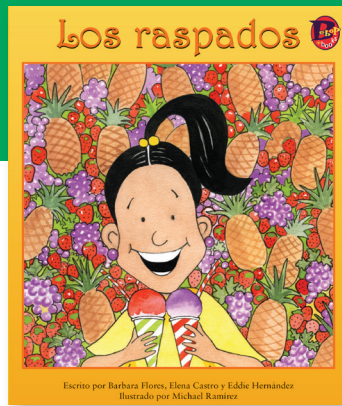
Have children read other books related to colors and foods, such as *Can You Eat a Rainbow?* (leeandlow.com/books/can-you-eat-a-rainbow) or *Rainbow Stew* (leeandlow.com/books/rainbow-stew). Make connections between texts.

Set up a pretend snow cone stand and have students help to create signs and labels for flavors, prices, etc..

Mathematics: Write story problems related to snow cones using language from the book (e.g. "A boy said, "I want a pineapple snow cone, a strawberry snow cone and 2 grape snow cones. How many snow cones did he want?") Have children show their thinking in pictures, numbers or words.

Use the context of a snow cone seller or other type of stand to learn about money. Ask children to find the correct coins to "pay" for a snow cone of a certain price.

Science: If your weather allows, have children create pretend snow cones or other snow art by squirting diluted food coloring onto snow with a spray bottle outside. Or, bring snow or crushed ice inside to a sensory table and provide students with cups or scoops to create "snow cones" indoors. Discuss properties of snow, such as its ability to be shaped.



Guided Reading with **LOS RASPADOS**

Guided Reading Level: C
DRA Level: 3
Intervention Level: 3

Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

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 fruits are listed in the story: piña, fresa, uva

Print the illustrations from the story. Then, write the names of the colors on cards and the fruits on separate cards. Have students match the word cards with the appropriate illustration from the story. Afterwards, take away the illustrations and mix up the word cards. Have students match the appropriate fruit with its corresponding color to emphasize word knowledge.

Verb Support: Have students notice the difference on the last page after the words “los raspados.” What changed? Why did it change? (El raspado es; Los raspados son). Encourage students to think about differences between singular and plural words and how they change the way verbs look in a sentence.

For students engaging with both English and Spanish texts, have students note there is a question on every other page and exclamatory statement on the opposite page. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

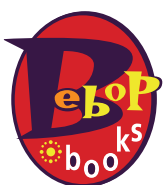
Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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:
Abraham Barretto, Vice President of Educational Sales Bebop Books**

An imprint of LEE & LOW BOOKS

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

abarretto@leeandlow.com