

Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Michael Ramirez

8 pages, 53 words

### Genre:

Fiction

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

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- solve words using analogies to previously-solved words
- use high frequency words as markers
- pause at commas and keep reading longer sentences
- read with fluency and stamina
- notice rhyming words in the text and use them to support fluent reading
- be aware that literary language can sound different than spoken language
- read verbs with inflectional endings (e.g., -ing, -ed)

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes rhyming words
- some line breaks match phrasing

### High-frequency Words:

*there, was, a, and, it, to, from, for, so, an, his*

### Phonics

- long vs. short vowel sounds: a

### National Standards:

- RF.1.1, RF.1.3, RE.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

### ELL/ESL

jZaz!

[See back page](#)

Guided Reading with

## SPLAT

Guided Reading: F

DRA: 10

Intervention: 9

written by Barbara Flores, Elena Castro and Eddie Hernandez

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**Overview:** Read this book to find out what happens to this sly fly. Splat!

## Getting Ready to Read

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

- What are some things that could make the sound "SPLAT!"
- What might people do when an insect is bugging them?
- What do you know about flies?

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

- Hold the book. Call children's attention to the title. Read: *Splat!*
- Ask children to predict what will make a "SPLAT" sound in this story.
- Show the back cover and read the copy. Discuss what "sly" means. Ask children to predict what might happen to the sly fly.
- 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 tell what happens in the story as they turn each page.
- Ask them to notice where the fly is 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 at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

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

- The book contains familiar words: there, was, a, and, it, to, from, for, so, and, his.
- The text contains many rhyming word pairs but doesn't follow a particular rhyming structure.
- Students may not know the vocabulary words sly, bothered, or lad.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what happens to the fly.**

**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:**

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to

the next when making a return sweep?

- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**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 or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it. Suggest rereading the sentence so the context is used to unlock 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 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 and exclamation points



as keys to reading with a particular kind of expression or inflection.

- Work with the rhyme pairs in each sentence: fly, sly; race, place; bad, lad; eat, treat; cried, arrived
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about what happens to the fly.**

**2. Ask questions like:**

- If the fly were telling the story, what might he say was happening at the beginning?
- What would the boy say? What would the mother say?
- What did the mother do? Why?
- What would you do if you were in that situation?
- What happened to the fly at the end of the story?
- What do you think happens next if the story were to continue?
- What else could the boy have done instead of having his mother swat the fly?
- Why is there an exclamation point after the word Splat?
- How would you end the story differently?

## 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:** Have children turn the book into a short performance by acting out the story using simple props as they read.

Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting the different episodes.

List words from the various word families in the story (e.g., -ad, -ace, -eat). Brainstorm additional words that rhyme. Use magnetic letters or letter tiles to change words into new words.

Use magnetic letters to put different consonants and blends in front of -y to make words, starting with examples from the story like sly, fly, and cry.

Practice summarizing the plot of this story by having students identify (verbally, with drawing, or in writing) the characters, setting, problem, and solution.

Talk about why sound words strengthen writing. Brainstorm a list of other sound words besides "splat" and encourage students to use them in their own writing.

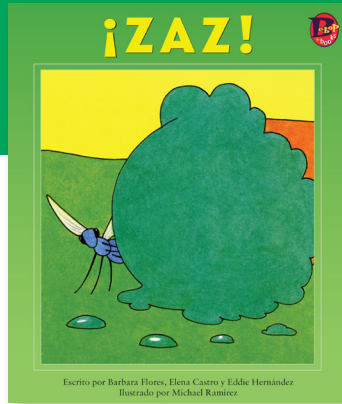
Use fly swatters to practice locating and reading words on a chart quickly, asking students to "SPLAT" the words they are asked to find.

**Science:** Learn factual information about flies by reading books or looking at online resources. Brainstorm questions related to the book and try to answer them, such as, "Why do flies buzz around people and food?"

**Physical Education:** Play "indoor tennis" with a balloon and fly swatters. No SPLAT –or POP– allowed, or the game ends!



## BEBOP CLASSROOM CONNECTION



Guided Reading: E  
EDL/DRA: 6  
Intervention: 7

### Guided Reading with **¡ZAZ!**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of support and strategy instruction as their English-speaking classmates.

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 nouns and proper names rhyme from the story: *mosquita/Lucía; fín/chiquitín*

**Verb Support:** The following verbs rhyme from the story: *volar/lugar; comía/lamía; lloró/corrió*

Print the nouns and verbs from the story on word cards. Have students sort the words according to rhyme. Have students discuss what they notice about the words that rhyme.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement in the title and last page (*¡Zaz!*). In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

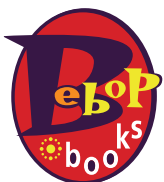
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in *Guided Reading and Matching Books to Readers* by Irene C. Fountas and Gay Su Pinnell.

**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.

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