

Guided Reading with

THE MONTHS OF THE YEAR

Guided Reading Level: H

DRA Level: 14

Intervention Level: 13

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Page number: 8, Word Count: 83

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 wide variety of spelling patterns
- 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 longer sentences fluently, with expression and stamina
- use questions asked in the text to support comprehension
- adjust voice when reading sentences ending in question marks
- recognize previously solved words when encountered again later in the text

Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- predictable text structure

High-frequency Words:

a, us, the, of, do, you, come, and, which, go, with, now, I, can, in

Phonics

- vowel digraph: ea

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

Los meses del año

See back page

Overview: Learn about some celebrations that occur during each month of the year.

Getting Ready to Read

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

- How is a calendar used?
- What are the months of the year? What month is it right now? In what month were you born?

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

- Hold the book. Call children's attention to the title. Read: *The Months of the Year*.
- Ask children to use the title and picture on the cover to make predictions about what the book will be about.
- Show the back cover and read the copy. Ask children to predict some of the celebrations the book will show.
- 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 share which celebrations each page makes them think about.

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.
- 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: a, an, from, the, is, of, these, what, do, you. It also includes the names for the twelve months of the year.
- The text introduces three months of the year at a time and prompts readers to use the pictures to answer, "Which items go with each month?"

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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.

Reading the Book

1. Set a purpose by telling children to read the

book to practice reading the names of the months of the year and find out about what celebrations happen in each one.

2. Have children read the first few pages silently.

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. Check comprehension with a simple comment, such as: "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 record these observations.

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 using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make 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.
- 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.

- 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.

After the First Reading

1. Have children confirm their predictions and talk about the celebrations shown in the book.

2. Ask questions like those below. Encourage students to provide evidence from the text to support their answers.

- What was the girl in the book looking at? What did it show?
- What months are at the beginning of the year? What items did the picture show for those months? What celebrations are they for? In which month is each celebration? Which months came next?
- What other information did the book give about how the months of the year work?
- Why do you think calendars often show when popular celebrations will happen?
- Why do you think the authors want to share this information with young 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: Sort cards listing the months of the year by number of syllables. Practice segmenting each word into syllables and discuss which letters are used to make the sounds in each syllable. Ask children to notice similarities between some month names.

Have children use sticky notes to add fact bubbles to each page related to the pictures.

Mathematics: Have children practice locating specific dates on a calendar using knowledge of month names and day numbers. Incorporate discussion of days of the week, also.

Take a class poll of which month each child has his or her birthday. As a group, look at the results to determine which is the most popular month for birthdays in class. Who has the first birthday of the school year? Whose is last? Present the results in a bar graph.

Science: Help children learn more about how the seasons relate to the months of the year. Mark seasonal events, such as equinoxes, on your classroom calendar. Talk about change and the calendar: How do we change what we wear as the months go by? How does nature around us change

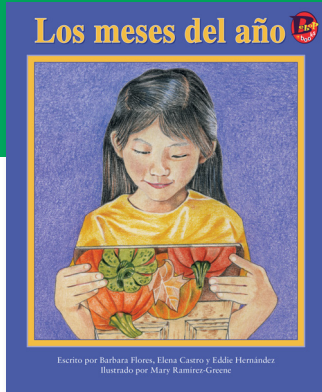
as the months change?

Social Studies: Using other books and online resources, list additional celebrations that occur in each month. Emphasize that different cultures may enjoy different celebrations. Make twelve small groups and assign each group a month to research additional holidays in. Have each group create a poster and present their findings to the class.

Share the book *Every Month Is a New Year* (leeandlow.com/books/every-month-is-a-new-year) with children. Talk about how various cultures may structure their calendars differently.

Art: Have children illustrate a yearly calendar, including pictures of items that relate to what they enjoy about each month.

Music: Sing songs related to the months of the year. Write the words on a chart and have students practice locating various month names.



Guided Reading with **LOS MESES DEL AÑO**

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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 months of the year are listed in the story: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Print the illustrations from the story without the text. Then, print each of the months of the year on word cards. Have students match the individual word cards to the appropriate images that pertain to the months in the story.

For students engaging with both English and Spanish texts, have students note there are questions on every page, and an exclamatory statement on the last 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.

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.

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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