

Guided Reading with

THE SCHOOL BUS

Guided Reading Level: F

DRA Level: 10

Intervention Level: 9

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Page number: 8, Word Count: 60

Genre: Nonfiction

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
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- solve words using analogies to previously solved words
- read past an unknown word and return to it to solve it
- review lowercase b vs. d when noticing initial sounds

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- some line breaks match phrasing
- familiar content close to many children's experiences

High-frequency Words:

the, a, in, that, for, at, of, some, to, and, from

Phonics

- vowel sounds: decodable short vowel words, long vowel vs. short vowel sounds

National Standards:

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

ELL/ESL

El autobús escolar

See back page

Overview: Read to find out about the parts of a school bus and where it goes every day.

Getting Ready to Read

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

- How do you get to school? What other ways do children get to school?
- Have you taken a school bus before? What do you know about school buses?

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

- Hold the book. Call children's attention to the title. Read: *The School Bus*.
- Ask children to predict what the book will teach them about school buses.
- Show the back cover and read the copy. Ask children to predict what parts of a school bus will be included in the book.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them what each page might teach them about school buses.

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: the, a, in, that, for, at, of, some, to, and, from.
- Each page describes an aspect of a school bus starting with the phrase "A school bus has..." The last two pages are different.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the book will teach them about school buses.

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.

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.
- 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 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 information the book shared about school buses.



2. Ask questions like:

- What parts does a school bus have?
- How does a school bus move?
- Why is being a school bus driver an important job? What would be fun about it? What would be hard?
- Why do you think school buses look the way they do? Why are they a good way for children to get to school each day?
- If your town has city buses, how is a school bus similar to and different from a city bus? Or, how does a bus compare to a car?
- Why do you think a school bus is yellow? How might that be helpful in keeping children safe?
- Why do you think the last page says “some children” rather than “all children?”
- What rules do you think we should follow when we are on a school bus? Why?

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: If your children tend to confuse lowercase b and d, display some of the b and d words from the book (e.g., bus, big, black, door, driver), along with other examples, and sort them in a fast-paced game format.

Play Bingo or Memory with decodable short vowel words, using examples from the book and others that reflect the vowel sounds your students are learning.

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

depicting different parts of a school bus.

Have children write sentences about the parts of other vehicles using the same sentence structure as the book (e.g., “A fire engine has a ladder to...”)

Obtain a list of bus safety rules. Help children spot vocabulary words from the book in some of the rules and use them as markers to try to read them.

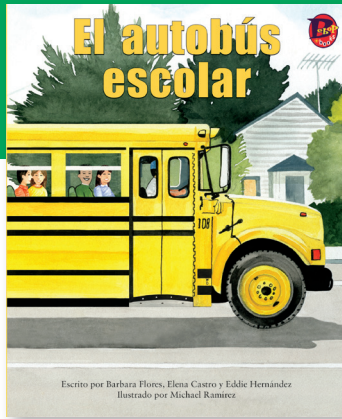
Mathematics: Write story problems about children getting on and off a school bus, or about parts of a school bus, for students to read and solve.

Have children survey classmates about whether or not they take the bus to school, or about how they get to school. Have students display results on a chart, in writing, and/or in pictures.

Social Studies: Read other books or view online content to learn more about various ways children get to school around the world. Compile information gathered on a chart.

If your school has regular bus routes, help children mark various routes on a map of your school neighborhood.

Music: Display the words of the song “The Wheels on the Bus” on a chart and sing with students. Ask children to locate vocabulary from the book on the chart.



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Guided Reading with **EL AUTOBÚS ESCOLAR**

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 elements of a school bus are listed in the story: una puerta, escalones, asientos, ventanas, llantas, el chofer

Print the illustrations from the story without the text. Then, write the names of the different elements of the school bus on word cards. Have students place each word card next to the appropriate element of the school bus from the story.

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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