

Guided Reading with

THE SHAPES

Guided Reading: B

DRA: 2

Intervention: 2

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Overview: This book will show you that shapes are everywhere. Where can you find them?

8 pages, 58 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence across multiple sentences per page
- use 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, blends, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- familiar content close to many children's experiences
- line breaks match sentence breaks

High-frequency Words:

these, are, the, here, is, a, it, look, like

Phonics

- initial consonant sounds w, s, d, k, r, d, soft c
- initial consonant blends tr, squ

• a vs. an

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2

ELL/ESL

Las figuras

[See back page](#)

Getting Ready to Read

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

- What shapes do you know?
- What are some examples of things that are shaped like a [square, triangle, oval, circle, rectangle, diamond?]

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

- Hold the book. Call children's attention to the title. Read: *The Shapes*.
- Ask children to predict which shapes will be in the book.
- Show the back cover and read the copy. Ask children to say what shape(s) they see in the illustration.
- 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 shapes and objects they see.

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.
- Remind children to point to the words as they read.



4. Be aware of the following text features:

- The book contains familiar words: *these, are, the, here, is, a, it, look, like, circle, square, diamond, triangle, oval, rectangle.*
- The book contains two short sentences per page with a patterned structure: "Here is a ____." and "It looks like a ____." The first page is different.

Reading the Book

1. Set a purpose by telling children to read the book to find out about who is in the girl's family.

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?
- 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 or known parts of the word.

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, including syntax changes like *a* versus *an*.
- Model how to make a return sweep to the second line of text.
- Model how to pause at the period at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used, including how high frequency words can be altered to agree with the sentence (e.g., *look/looks*).
- Note that it is important to look carefully at each picture for clues to finding out the shapes and objects on each page.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Can you see any of the examples from the book right here in our classroom?
- What makes a [circle] a [circle?]
- What other examples of [circles] have you seen?
- What other shapes would you include in the book? Why?
- Why do you think the authors wrote this book? How do the authors help you understand that



you can see shapes in things that you see everyday?

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 students make their own shape books using the same text pattern. Provide the sentence frame "A ____ looks like a ____" on each page, or pre-designate one shape per page.

Mathematics: Have students go on a shape hunt in your classroom or school, or outside. Provide a chart for them to draw or write objects they find that are shaped like the six shapes in the book.

Have students read other books about shapes, such as *Shapes Where We Play* (<https://www.leeandlow.com/books/shapes-where-we-play>), or read aloud titles related to shapes like *Building Up* (<https://www.leeandlow.com/books/dreaming-up>). Compare places where various shapes can be observed across texts.

Create a chart listing the shapes from the book and their features. Include descriptive words and examples for each one.

Have children count the sides on the different shapes and compare and contrast the shapes by the numbers of side or no sides at all. Have children build shapes using popsicle sticks.

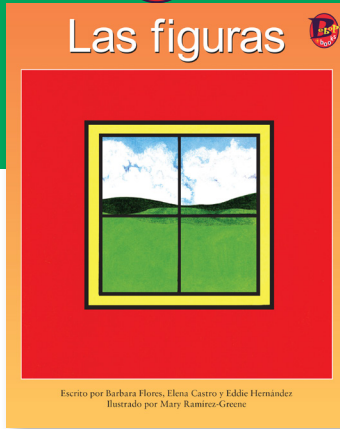
Art: Have children create a shape mural, combining pre-cut paper shapes to create objects. Have students label the objects using inventive spelling.

Music: Display songs on charts that include body parts (e.g., "Head, Shoulders, Knees and Toes") and

use them as shared reading texts.

Physical Education: Have children work together to use their bodies to create shapes on the floor. How many students are needed to make each shape? Take photos and have students label them.

English Language Learners: Create a chart or illustrated poster listing Spanish and English words for various shapes.



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Guided Reading with **LAS FIGURAS**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same 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 shapes are listed: *círculo, cuadrado, diamante, triángulo, óvalo, rectángulo*

The following objects are listed: reloj, ventana, papalote, techo, huevo

First, provide students with pictures of all of the images from the story for students to match the shape with its corresponding similar object. The pictures should have their printed text labels underneath so students can see the printed words for both the shapes and the objects that they look like. Then, replace all of the pictures just the word cards so that students only sort the printed words cards of both the shapes and the corresponding objects.

Verb Support: Point students to the difference in the first page versus the rest of the pages in the book. The first page states, “Estas **son** las figuras.” The second page and the rest of the page say, “Este es” or “Esta es.” Why is there “son” on the first page but not on the other pages? Have students figure out that “son” is for plural use and “es” is only for singular use.

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

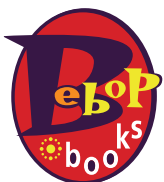
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