

Guided Reading with

IN MY GARDEN

Guided Reading: C

DRA: 3

Intervention: 3

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illustrated by Michael Ramirez

8 pages, 83 words

Genre:

Realistic Fiction

Focus: 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
- pause at commas
- read longer sentences fluently and with stamina
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- look at each part or syllable of a longer word to read it
- use background and vocabulary knowledge to read unknown words

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts a simple story through text and illustrations
- line breaks match text phrasing
- predictable text pattern supports longer sentence length

High-frequency Words:

in, my, I, saw, a, it, me, so

Phonics

- multi-syllable words: garden, butterfly, ladybug, caterpillar, spider

National Standards:

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

ELL/ESL

En mi jardín

See back page

Getting Ready to Read

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

- What might you see in a garden? What might live in a garden besides plants?
- Do you like insects? Why or why not?

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

- Hold the book. Call children's attention to the title. Read: *In My Garden*
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to predict what kinds of bugs will be in the garden and which ones might look scary.
- 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 insect 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.
- Remind children to point to the words as they



read.

4. Be aware of the following text features:

- The book contains familiar words: in, my, I, saw, a, it, me, so
- The book contains one sentence per page that follows the pattern, "In my garden, in my garden, I saw a ____ in my garden." The last page is different.
- There is strong text to picture match.
- The last page has an exclamation point.
- The last sentence is a complex sentence using the conjunction "so."
- There are several compound words in the book: ladybug and butterfly.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what bugs are in the garden.

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.
- Model how to pause at commas
- Model how to make a return sweep to the second line of text.
- 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 insect is.
- Review using exclamation points to express emotion.
- Model how to use "so" in a sentence. "So" is used to express a result: "It scared me" is the reason and "...so I left!" is the result of the girl being scared.



- Explain compound words are two words joined together to make a new word.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Where was each insect in the garden? What was it doing?
- What did the child think about the animals? What did the child do?
- What would you have done if you were the child in the garden?
- Which animal do you feel strongly about? Do you like it or are afraid of it?
- Why might the child be afraid of the spider? Do you think that is reasonable? Why or why not?
- Which of these are you likely to find at school?
- What advice do you have for someone who is afraid of spiders?

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: Ask children to share places they go exploring. What do they see there? Have each student choose a place and create books about what they. Provide blank pages with the sentence frame, "In my _____, in my _____, I saw a _____ in my _____."

Have children read the book as a short performance. Incorporate simple puppets or props if possible. Talk about reading the repetitive text fluently and pausing appropriately. Practice reading with expression to convey that the narrator is scared.

Sort words from the book by number of syllables (e.g., bee, ants, garden, spider, caterpillar, ladybug.) Add additional garden-related words to the sort (e.g., dirt, rock, flower, beetle, wheelbarrow, lawnmower). For some phonetically regular words, examine the spellings and notice how the different syllables are represented with letters.

Make a list of other compound words children know. Post the list on the word wall.

Mathematics: Write garden-related story problems using language from the book, such as "In my garden, I saw 3 caterpillars and 3 ants. How many insects did I see?"

Art: Have students create a garden mural using collage items to create insects, flowers, rocks, etc. Title the mural "In my garden, in my garden..." and have them label each item with the sentence "I saw a _____ in my garden."

Physical Education: Play garden-themed Simon Says. Ask students to move like different insects, stand like plants, etc.



Guided Reading with

EN MI JARDÍN

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.

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Noun Support: The following animals are listed: unas hormigas, una mariposa, una abeja, una mariquita, una oruga, una araña

Print the nouns listed in the story on cards. Have students sort the corresponding words underneath the indefinite article headings: “un” and “una”

Una: mariposa, abeja, mariquita, oruga, araña

Unas: hormigas

Ask students how they would change the words underneath “una” to go underneath “unas.” What do they have to add to the words to indicate that there is more than one?

Ask students: how would it change if there was more than “una mariposa?” What would you say if there were “dos mariquitas?” Have students work on changing “un” and “una” to “unos” and “unas” to work on plural nouns.

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

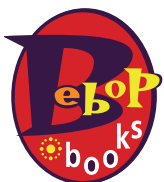
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