

8 pages, 29 words

Genre:

Fiction

Focus: Concepts of Print and Reading Strategies:

- concepts of Print and Reading Strategies:
- distinguish text from illustrations
- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations and initial sounds to read unknown words
- read plural words with -s endings

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- book depicts a simple story through text and illustrations
- short, predictable sentences
- one line of text per page with predictable text placement

High-frequency Words:

here, are, the, is

Phonics

- initial consonants p, c, t, s, y
- example of /qu/ sound and spelling

National Standards:

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

ELL/ESL

El caldo

See back page

Guided Reading with

THE SOUP

Guided Reading: A

DRA: 1

Intervention: 1

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illustrated by John Martinez

Overview: Soup is so delicious. Do you know what goes into it? This book will tell you.

Getting Ready to Read

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

- What is soup?
- Have you had soup before? What was in it?
- How do you make soup?

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

- Hold the book. Call children's attention to the title.
Read: *The Soup*.
- Ask children to predict who will make soup and what kind of soup it will be.
- Show the back cover and read the copy. Ask children what "delicious" means. Ask if they agree that soup is delicious. What ingredients do they think would make delicious soup?
- 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 the rabbits are doing 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: *here, are, the, is.*
- The text pattern shifts between “Here are the ____” and “Here is the ____.”
- The last page includes two exclamation marks.

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 word, especially words that might be unfamiliar.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to pause at the period at the end of each sentence before beginning the next page.
- 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 ingredients the rabbits put into their soup.
- Remind students about the period at the end of each sentence and the purpose for this punctuation.
- Model how to reread the sentence if the number of words spoken does not match the number of written words, attending to the letters in each word.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Where do you think the rabbits got the vegetables for their soup?
- Who cooked the soup? How do you know?
- Which ingredients do you like? What other ingredients would you put in soup?
- Do you think the rabbits made the soup for any certain reason? What makes you think that?
- Why is this a good soup for rabbits?



- Do you think this is a healthy or unhealthy soup?
- Do the rabbits like the soup? How do you know?
- How does this family demonstrate teamwork or cooperation? How have you helped with cooking at home?

After the 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: Use the details from the book to create a soup recipe. Use shared or interactive writing to write the recipe on a chart. Or, have students illustrate a copy of a recipe you prepared, using letter-sound knowledge to determine how to illustrate each ingredient.

Have students create their own books that describe how to make other simple dishes, such as pizza or an ice cream sundae. Provide sentence stems or words for students to cut and glue so that each page reads, "Here are the ____" or "Here is the ____."

Turn the story into a Readers' Theater puppet production. Have students use rabbit puppets or stuffed animals and read the lines from the story as they add pretend vegetables into a pot of soup.

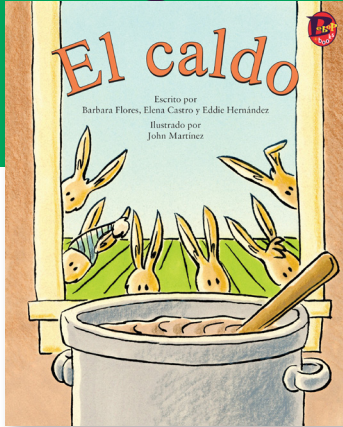
Have children write their own book about soup. Have them put in ingredients that they would like in their delicious soup. For a variation, have groups of three or four children write "The Yucky Soup" and have children think of yucky ingredients to make up this yucky soup.

Science: Have children help you write a story about a family that has a conflict that gets resolved. Have students brainstorm what members of the family should be involved and what problem and resolution should be included.

Social Studies: Read aloud other books about making soup, such as *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>), *Block Party* (<https://www.leeandlow.com/books/block-party--2>), *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>) or *Go Go Gumbo* (<https://www.leeandlow.com/books/go-go-gumbo>). Talk about how making soup is a food tradition in many families and cultures.

Art: Create individual or small group collage illustrations of pots of delicious soup by having students cut out ingredients from construction paper. Ask students to label each ingredient using inventive spelling.

English Language Learners: Have students brainstorm vegetables in both Spanish and English. Record ideas on a chart with picture cues.



Guided Reading: B
EDL/DRA: 2
Intervention: 2

Guided Reading with **EL CALDO**

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 vegetables are listed as ingredients in the soup: *las papas, las zanahorias, las cebollas, los tomates, los elotes, los chayotes*

Students may not be familiar with the word “chayote.” “Chayote” is often used in Mexico for squash. If students are struggling with this word, tell them that “chayote” can also mean “calabaza.”

Have students match the image from the book with cards that have their printed name on them. Help students sound out the word if they have trouble.

Have students sort the soup ingredients according to their indefinite article, “los” or “las”:

las: *papas, zanahorias, cebollas*

los: *tomates, elotes, chayotes*

Consider creating a word wall with these indefinite articles and have students continue to add to it.

Verb Support: Have students look at the word “están” on every page. Have students read the last page again. The last page states, “¡Aquí está el caldo!” What’s different about the last page? Why does it say “está” and not “están?” Talk with students about the difference between singular and plural nouns. All of the vegetables in the book are plural so the verb to use is “están,” and the soup is singular, so the verb to use is “está.”

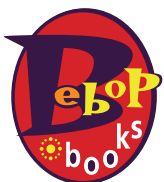
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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