

Guided Reading with

## THE THREE WISHES

Guided Reading Level: K

DRA Level: 20

Intervention Level: 19

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Page number: 16, Word Count: 238

**Genre:** Fiction

**Focus: 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 wider variety of spelling patterns
- solve words using analogies to previously solved words
- 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 varied sentences fluently, with expression and stamina
- maintain comprehension over more text episodes
- determine author's message using evidence from the text

**Supportive Text Features:**

- some details supported by illustrations
- text includes some repetitive language and phrasing
- predictable narrative text structure including a beginning, several repetitive episodes, and an ending
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats
- story has a straightforward moral

**High-frequency Words:**

there, was, a, and, who, in, the, he, an, of, when, go, so, what, they, would, for, at, her, with, you

**Phonics**

- vowel digraph: au

**National Standards:**

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

**ELL/ESL**

Los tres deseos See back page

**Overview:** Read this story to find out what happens when a man makes wishes without thinking.

### Getting Ready to Read

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

- What's a wish? What might someone wish for?
- What does it mean to "waste" something? How might someone "waste" a wish?

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

- Hold the book. Call children's attention to the title. Read: "The Three Wishes."
- Ask children to use the title and picture on the cover to predict what will happen in the story.
- Show the back cover and read the copy. Ask children to predict what might happen when the man makes wishes without thinking.
- 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 predict what the man wishes for in the story based on the pictures. Ask them to notice the characters' facial expressions to predict how they'll feel at different parts of the story.

**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. Encourage children to return to the word after completing the sentence or section.
- 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, including a variety of high frequency words, and sequence first, second, third.
- Vocabulary words that may be unfamiliar to students include: hut, traps, elf, grant, wasted, disappear, lesson
- The story follows the basic structure of a folktale, with the moral stated at the end.

Guided Reading Note: Children reading at level K are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Reading should be done silently. Children 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 as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

- 1. Set a purpose by telling children to read the book to find out about what happens when the man makes wishes without thinking.**
- 2. Have children read the story silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the story about?” or “Tell me how the story 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 make notations about what you observe.
- 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 reading fluently?
  - Are they using punctuation and any text features to gain meaning?
  - Do they make accurate predictions?
  - Are they connecting the text to their own experiences?
  - Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
  - Are they drawing conclusions and making 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 story grammar—characters, setting, problem, solution, and so on.
- 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

### After the First Reading

**1. Have children confirm their predictions and talk about what happened when man made wishes without thinking.**

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

- Why was the man granted three wishes?
- What was the first wish? Why do you think the man wished for a sausage? How did the woman react? Why was she angry? How do you think the man felt about the wish once it was granted?
- What was the second wish? Why do you think the man wished for the sausage to stick to the woman’s nose? How did the woman react? Why was she angry? How do you think the man felt about the wish once it was granted?
- How did the man use the last wish? How do you think the man and woman felt afterwards?
- What was the author’s message? How could the message in this story relate to real life? Give examples.



- Do you think “think before you speak” is a good message to learn? Why or why not?
- When was there a time you said something before you thought about it? What were the consequences? What advice do you have for someone to think before they speak?
- What other folktales does this remind you of? Why?

### 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:** Beginning with the word “sausage,” brainstorm words that include “au” and “aw.” List them on a chart and have students match picture cards to them or practice reading them.

Have children use sticky notes to add speech bubbles to the text, predicting what the characters would say based on information in the book.

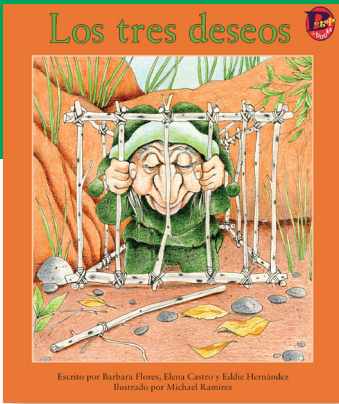
Have small groups of children work together to turn the book into a short performance. Talk about reading with expression (e.g., sound effects and conveying characters’ emotions).

List the characters, setting, key details and ending for this story. Create a chart to compare these elements with those in other folktales that include three wishes, such as *The Magic Rabbit*.

Read other folktales and determine their morals or messages. Compile various messages on an ongoing chart.

Have children write their own stories or persuasive essays that encourage others to think before they speak.

**Social Studies:** Have children read or read aloud folktales from diverse cultures that encourage readers not to be impulsive, such as *Baby Rattlesnake/Viborita de cascabel* (<https://www.leeandlow.com/books/baby-rattlesnake-viborita-de-cascabel>). Make connections between texts.



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## LOS TRES DESEOS

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.

**Verb Support:** Photocopy the pages from the book so that students can examine the different tenses that are presented in the book. Students can go on a verb tense scavenger hunt and use different colored highlighters to indicate which verbs are in the preterit (usó), which verbs are in the imperfect (estaba), and which verbs are in the conditional (serían). Ask students to notice why the verbs are used in specific places, and how they change the meaning of the sentence.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements, ¡PUM! to denote a loud sound effect. In Spanish, the 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.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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