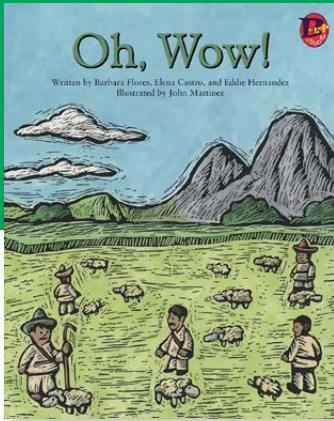




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Oh, Wow!

Guided Reading Level: H  
DRA Level: 14

by Barbara Flores, Elena Castro, and Eddie Hernandez  
illustrated by John Martinez

**Overview:** These sheepherders took their sheep to a pasture. Read this folktale from Mexico to find out what happened.

### About the Book

Page number: 16, Word Count: 326

**Genre:** Fiction (Folktale)

#### Focus:

- Concepts of Print and Reading Strategies:
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a longer word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina

- attend to punctuation, including quotation marks, commas, and end punctuation
- use text to visualize story events

#### Supportive Text Features:

- illustrations support some text details
- predictable narrative text structure including a problem and resolution
- most vocabulary is familiar, with some more varied word choices and literary language

#### High-frequency words:

- *there, were, they, and, to, their, and, from, it, was, in, the, of, for, some, when, which, are, have, here, then, an, by, he, was, we, whose, what, will, you, me, if, from, our, as, how*

#### Contractions:

- *can't, couldn't, we'll, what's, don't*

#### Phonics:

- vowel digraph ee (e.g., sheep, tree, asleep, agreed, feet)
- diphthong oo (e.g., took, foot vs. choose, soon)
- R-controlled vowel er (e.g., sheepherders, water, another, older, clever, under, river)
- syllabication of multisyllable words with various syllable types

#### Common Core Standards:

- RF.1.1, RF.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10

**ELL/ESL:** ¡Ay, caramba!

See last page

### Getting Ready to Read

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

- What's a folktale? What are some folktales that you've heard or read?
- What do you think a sheepherder does? (Note the variation on the word "shepherd," which could be familiar.) What might be challenging about being a sheepherder?



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

- Hold the book. Call children's attention to the title. Read: "Oh, Wow!"
- Ask children to use the title and picture on the cover to make predictions about who the book will be about.
- Show the back cover and read the copy. Ask children to predict what will happen when the shepherders take their sheep to a pasture. Clarify any unknown vocabulary words.
- 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 notice what each picture shows.

## 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, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the story.

## 4. Be aware of the following text features:

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.

- Content-specific and other useful vocabulary words and phrases include: miles, shepherders, "herd sheep," pasture, "tangled up," clever, flock, twig
- The text follows a traditional story arc with several connected events, a problem and a resolution. It includes varied sentences and assigned dialogue.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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. Students are likely still learning new phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

## Reading the Book

- 1. Set a purpose by telling children to read the book to find out what happens when the shepherders take their sheep to a pasture.**
- 2. Have children read the first few pages silently. 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. Check**



comprehension with a simple comment, such as: “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 record these observations.

### 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 sounding each letter of an unknown word and using phonics strategies?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make 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 phonics strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?” “Did you sound out each letter of 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. Connect the letters to the sounds in each word.
- Review how to decode a word left to right or one syllable at a time, looking for parts of words that are familiar.
- 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 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 in the story.

### After the First Reading

**1. Have children confirm their predictions and talk about what happened with the shepherders.**

**2. Ask questions like:**

- What did the shepherders do to take care of their sheep?
- What happened when it was very hot?
- What happened when the shepherders woke up from their nap? What did you imagine at this part?
- What happened when the old man came by? What did the man say and do? He was known to be clever; do you agree? Why or why not?
- What did you imagine at the part with the twig?
- Why do you think the authors wanted to share this folktale with readers?
- What do you think the shepherders learned from the older man?
- How is this story an example of a folktale?
- How is this story an example of humor?
- How did the artist convey this story is from

long ago in contrast to taking place in a contemporary Mexico?

- Do you think the man who helped the shepherd should have requested compensation for helping the shepherders? Why or why not?

### 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:** Talk about the story elements to summarize the book. On a chart, list the characters, setting, problem, and resolution.



Act out scenes from the book to talk about visualizing as readers. Have students pretend to be the shepherders falling asleep and getting their legs tangled. Act out the scene in which the man helps them untangle. Talk about visualizing the shepherders body movements and talking.

Have students make simple scenery and props and perform the story for their peers. Talk about how folktales are often passed down via oral storytelling.

Read other folktales and compare and contrast the story elements of each text.

Use the examples from the book to review how to form and read contractions. Work through other examples of common contractions and practice writing sentences with them.

Discuss the long e sound of the vowel digraph ee using examples from the book (e.g., sheep, tree, asleep, agreed, feet). Practice reading and writing other words with this spelling pattern.

Use examples from the book to talk about the two sounds of the diphthong oo. Sort words from the book into two groups based on sound (took, foot vs. choose, soon). Sort other words with oo by sound.

Discuss the sound of the r-controlled vowel er using examples from the book (e.g., shepherders, water, another, older, clever, under, river). Practice reading and spelling other words with this pattern.

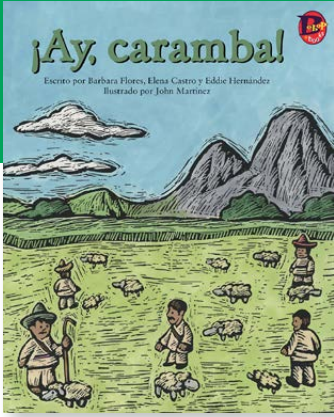
List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables and how that's helpful to read the words. Talk about examples of different types of syllables.

**Mathematics:** Use the story context to pose story problems about groups of 2s, 5s, and 10s. For instance, "5 shepherders were asleep under

a tree. How many legs did they have all together? How many toes?" etc.

**Science:** Encourage students to look around their homes or classroom for other examples of objects that can get tangled (such as necklaces, cords, etc). What are the best ways to approach detangling something? What happens if you pull too hard?

**Social Studies:** Talk about how this is a Mexican folktale. Look at a map of Mexico with topographical details. Talk about where the folktale could have taken place, based on evidence from the text.



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## Guided Reading with **¡Ay, caramba!**

### Noun Support

The following nouns are used in the story ¡Ay, caramba!:

pastores, borregas, lomas, pastizal, montaña, la sombra, un árbol, almuerzo, bolsas, una siesta, las piernas, río, agua, el viejito, la cabeza, rebaño, un palito, un pie,

Print the names of the objects on individual index word cards. Cover the text from the story and have students match the nouns with their corresponding illustration. If possible, have students identify which objects have descriptor words/adjectives. How does that help them visualize the object?

### Verb Support

The following action verbs are used to describe the story of the sheepherders finding their legs:

caminaban, guiar, subían, bajaban, llevar, tenían, sentaron, comer, descansar, sacaron, empezaron, estiraron, dormir, sed, decidieron, pararse, tomar, pararme, vamos, decían, preguntó, vio, rascó, ayudo, daremos, pinchó, gritó, saltó, aprendido, encontrarnos, corrieron,

Encourage students to write or share a sentence with a partner that uses each of the words that describes how the sheepherders found their legs.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements and questions used throughout the story. In Spanish, the question marks and 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.

**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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