

8 pages, 97 words

Genre: Fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read past an unknown word and return to it to solve it
- read regular and irregular past tense verbs
- read onomatopoeia
- use commas to support phrasing
- read with fluency, stamina, and expression

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match phrasing
- onomatopoeia is italicized
- familiar content close to many children's experiences

High-frequency Words:

went, the, as, it, on, by, all, these, up, said, to

Phonics:

- regular and irregular past tense verbs (-ed/-ied + went, flew, sat,)

Common Core Standards:

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

ELL/ESL

¡Sh, Sh! See back page

Guided Reading with

Sh, Sh!

Guided Reading Level: F
DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by John Martínez

Overview: What are all these animals doing near the house? Read this book to find out.

Getting Ready to Read

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

- What does the sound "sh, sh!" usually mean?
- When do you say it? When does someone say it to you?

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

- Hold the book. Call children's attention to the title. Read: "*Sh, Sh!*"
- Ask children to predict why the woman on the cover is saying, "Sh, sh!"
- Show the back cover and read the copy.
- Have children predict what animals will be in the story. Choose several of the animals from children's predictions and ask them to predict the noises they might make. Write down some examples to show how animal noises can be spelled phonetically (just like "sh!")
- Give children the book and have them look at the pictures.
- Ask them to notice which animal is on each page



and what it's doing. Ask them to notice the final page and make an additional prediction about why the woman on the cover is saying, "Sh, sh!"

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 of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: went, the, as, it, on, by, all, these, up, said, to.
- Each page includes a sentence reading, "___ went the [animal] as it ___." The last two pages are different.
- Content-specific vocabulary includes animal names and sounds: buzz/bee, squeak/mouse, peep/bird, meow/cat, woof/dog.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what animals the

animals do near the house and why the book is called, "Sh, Sh!"

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:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

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. Encourage children to take a guess or read past the unknown word and return to it.

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 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 how the ideas are presented using a repetitive sentence structure and ask students to think about what makes sense based on the previous pages of text.
- 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 commas as keys to reading with a particular kind of expression or inflection.

- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about what the animals did near the house and why the book was called "Sh, Sh!"

2. Ask questions like:

- Which animals were in the book? What was each animal doing? What noise did it make?
- What happened inside the house?
- Who was the woman on the cover? Why did she say, "Sh, Sh!"?
- The text says the animal noises woke the baby. Looking at the picture, why else might the baby be crying?
- Why does the mom want all the animals (and possibly the baby) to be more quiet? What is she trying to do in this moment?
- Why might quiet help the mom read a book?
- When you are reading a book, do you need the space quiet or prefer noise in the background? Where is your favorite place to read a book?
- Do you think the animals meant to be disruptive or were just being who they are? Why or why not?
- What could the mom do help make the room quieter or the animals less noisy?



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 turn the book into a short performance by creating simple stick puppets for each animal and using them while reading the book aloud. Have students act out the parts of the baby and mom.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting each animal.

Make a three-column chart to list past tense forms of verbs, with columns for -ed, -ied, and irregular. Add the verbs from the book and other examples.

Review reading and using prepositions, beginning with examples from the book (among, through, on, by, near). Write sentences with prepositions for students to read and act out with toy animals.

Brainstorm a list of onomatopoeia, starting with the animal sounds in the book and other animal sounds. Use some sounds to review phonics principles you've studied.

Science: Investigate how sounds are actually experienced through a window (or interior door, if going outside isn't possible.) Have students listen at a window and try to spell the sounds they hear (animals, vehicles, etc.), or have one student make sounds outside for others to hear and write down.

Watch videos or listen to recordings of actual animal sounds. Have students discuss whether they'd spell those sounds as they are spelled in the book, or differently.

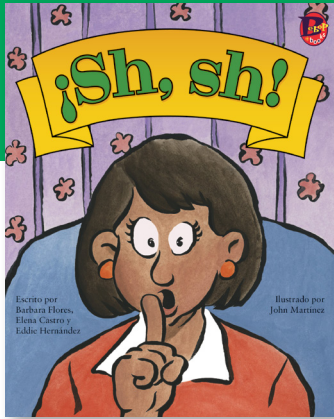
Social Studies: Compare how different languages traditionally represent various animal sounds, beginning with languages spoken by students.

Art: Have students create a mural of a particular location (e.g., school yard, farm, neighborhood, etc.) Add sound word labels for animals and other items.

Physical Education: Play a "Don't Wake the Baby" game. Have one student be the sleeping baby and others try to creep past without making a sound. If the baby "wakes up" and catches someone, swap places. If the baby "wakes up" and no one is there, s/he remains the baby for another round.



BEBOP CLASSROOM CONNECTION



Guided Reading Level: F
DRA Level: 10

Guided Reading with **¡Sh, Sh!**

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.

Noun support

The following animals are listed in the story: la abeja, el ratón,

el pájaro, el gato, el perro,

The follow sounds are listed in the story: bzz, bzz; cui, cui; pío, pío; miau, miau; guau, guau;

Print the animal names and sounds on separate, individual index cards. Cover the text from the story and have students match each word card with the appropriate illustration.

Verb support

The following animal actions are listed in the story: volaba, corría, piaba, descansaba, jugueteaba

Have students match the corresponding animal action with the correct illustration after students match the animals and sounds to their picture.

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.

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.

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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.

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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