



Guided Reading with **HOW MUCH WOOD COULD A WOODCHUCK CHUCK?**

Guided Reading: H
DRA: 14
Intervention: 13

written by Danny Adlerman, illustrated by various artists

Overview: Here is a whimsical picture book that expounds on tongue-twisting variations of its title.

Word Count: 332 words

Genre: Fiction

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- look at each part or syllable of a longer word to read it
- recognize previously solved words when encountered again later in the text
- reading with expression, emphasizing rhythm and rhyme
- understanding alliterative and figurative language

Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- predictable text structure and repetitive phrases and rhyming
- familiar words and concepts

High-frequency Words:

how, much, could, if, as, a

Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1
- SL.1, SL.2, SL.4
- L.1, L.4

Getting Ready to Read

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

- Introduce the concept and vocabulary by asking open-ended questions:
- What is a tongue-twister? Do you know of any examples? What happens when you say it very fast? What makes them silly or difficult?
- Do you know what a compound word is? What are some examples?

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

- Hold the book. Call children's attention to the title. Read: *How Much Wood Could a Woodchuck Chuck?*
- Ask children to use the title and picture on the cover to make predictions about what the book will be about.
- Show the back cover and read the copy. Ask children to predict some of the compound words the book will show.
- 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 share which compound words each page makes them think about and tell what happens in the book as they turn the pages.

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.
- 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: how, much, could, if, as, a.
- The text introduces the tongue-twister and compound word on the first page of each spread in the form of the question. Then answers the question on the second page of each spread. “How much ____ could a ____ if a ____ could ____?” “As much ____ as a ____ could if a ____ could ____!”
- The story contains both question marks and exclamation points.
- The story contains many compounds words and uses the words that make up each compound word.
- There is a list of compound words included in the inside back cover.
- The final picture spread features representations of 53 compound words.

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.

Reading the Book

1. Set a purpose by telling children to read the book to find out about compound words and the words they are made of.

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 book 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 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 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 ideas presented.
- 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.
- Point out the compound words on each spread. Review how compound words are formed and how this is sometimes a clue to their meanings.
- Call attention to the sequence of ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about the compound words shown in the book.

2. Ask questions like:

- What other tongue-twisters and compound words could we add to this story?
- Why do you think the author wants to share this story with young people?
- Do you think this story is realistic? Why or why not?
- What does each spread have in common?
- Why do you think 12 artists helped make the book rather than just one?

3. Ask children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the story.



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: Have children to find all the compound words in the story and especially on the last spread. Post the list of the compound words and encourage children to use as many of them in a story. Alternatively, have children select one compound word and the words that make it to use in a story.

What other compound words could be used in this format? Ask children to brainstorm an additional list of compound words and try to make a silly sentence following the sentence structure in the book. Children can sketch and illustrate their tongue-twisters. Create a class book with the new tongue-twisters.

Read the sequel, *A Toucan Can Can You?* (<https://www.leeandlow.com/books/a-toucan-can-can-you>). Compare the structure and compound words used.

Art: 12 artists were involved in the making of the book. Ask children to select one spread to study closely. Which style of art do they connect to the most? Why? Why still of art would children like to try? If possible, help children try these various materials, including water colors and collage.

Music: The book is accompanied by a CD with two tracks—one with lyrics and one instrumental. Have children read the story with the music playing. Additionally, children can add their own tongue-twisters to the story set to music.

Learn more about the author and musician Danny Adlerman at <http://www.dannyandkim.com>.