

Guided Reading with

WHAT'S NEXT?

Guided Reading: D

DRA: 4

Intervention: 5

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illustrated by Mary Ramirez-Greene

8 pages, 74 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- pause at commas
- adjust voice when reading sentences ending in question marks and exclamation marks

Supportive Text Features:

- text is similar to oral language
- familiar content close to many children's experiences
- illustrations support most text details
- line breaks match sentence breaks
- varied sentence lengths with some predictable text
- punctuation supports comprehension (i.e., question marks, exclamation marks)

High-frequency Words:

look, at, the, what, come(s), a

Phonics

- consonant blends: tr, sq
- consonant sounds: soft c

National Standards:

- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.7

ELL/ESL

¿Qué sigue?

See back page

Overview: In this book you have to guess what comes next. Can you guess? Why don't you try and see?

Getting Ready to Read

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

- What's a pattern?
- How can knowing a pattern help you guess what comes next? Give an example.

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

- Hold the book. Call children's attention to the title. Read: *What's Next?*
- Ask children to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict what kinds of patterns might be in the book.
- 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 shapes are in the pictures.

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.



4. Be aware of the following text features:

- The book contains familiar words: look, at, the, was, comes, a. It also includes the shape words triangle, circle, and square.
- The text labels three AB shape patterns and asks, "What comes next?" for each one.
- Each answer is given on the next page and includes an exclamation mark.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the patterns it shows.

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 they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?

- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

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.
- 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.
- 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 the patterns that were in the book.

2. Ask questions like:

- How did you guess the shape that came next for each pattern?
- What did you notice about all the patterns in the book?
- How did your voice sound when you read the questions? How did it sound when you read the answers? Why?
- What was funny about the illustrations?

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: Practice labeling other shape patterns in a pocket chart with words for each shape and reading and answering the question, "What comes next?"

Have children create their own pattern books in the same style, identifying a pattern on one page, asking, "What comes next?" and answering the question on the following page.

Mathematics: Practice matching shape words to pictures of shapes. Talk about how the beginning letters or parts of each word help determine which shape it says. Talk about the features of each shape.

Have children work in partners to create their own patterns using blocks, counters, buttons, shapes, etc.

Have children identify and extend more complex shape patterns using picture cards or manipulatives. Practice adding shape words to some of the patterns.

Play a game extending the "legs" theme from the book. Ask children to line up in various ways based on their shoes or pants (e.g., Velcro vs. tie shoes, shorts vs. pants.) Ask them to guess your pattern and predict who should line up next.

Give students examples and non-examples of patterns. Have them identify which are patterns and which are not.

Art: Have children draw their own shape patterns and add artistic details similar to the illustrations in the book.

Bring in different types of beans and seeds. Have students use these to create different patterns. Have them glue the seeds/beans onto construction paper to form their patterns. After they are done, have students share their patterns and have them describe them orally.



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Guided Reading with ¿Qué sigue?

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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 shapes (las figuras) are listed in the story: triángulo, círculo, triángulo, cuadrado

Print the illustrations from the story. Then, print the names of the shapes on small word cards: 5 word cards for triángulo; 4 word cards for círculo; 4 word cards for cuadrado

Have students match the small word cards to each of the shapes in the illustrations.

For students engaging with both English and Spanish texts, have students note that there are questions in the title page and pages 2, 3, 5 and 7 in addition to an exclamatory statement on the last page. In Spanish, the exclamation points and question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

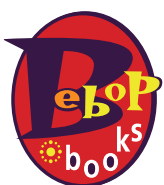
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