



## BEBOP CLASSROOM CONNECTION



Guided Reading with

# Which One Holds More?

Guided Reading Level: J

DRA Level: 18

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

**Overview:** Do you know how liquids are measured? Come join this magician, who will show you how.

8 pages, 135 words

**Genre:** Nonfiction

### 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, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use background and vocabulary knowledge to help read and comprehend unknown words
- use text and illustrations to visualize information presented
- use text structure to help comprehend and synthesize new information

### Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- text includes some repetitive language and phrasing
- varied sentence lengths and formats

### Phonics:

- Review qu in various positions in words (initial, medial); practice spelling common words with qu

### Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7

### ELL/ESL

¿Cuál contiene más?

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## Getting Ready to Read

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

- What does “measuring” mean? What can you measure? What different ways can you measure?
- What is a “liquid?” Give some examples.
- What could you measure about a liquid?
- What are some ways to measure an amount of liquid? Do you know any measurement words related to measuring liquids?
- What size containers of milk are available at the grocery store? Describe how big each one is. If your family buys milk, which size container do you usually buy? Do you know any measurement words for the amounts each container holds?

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

- Hold the book. Call children’s attention to the title. Read: “Which One Holds More?”
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children if they think the book will be fiction or nonfiction and



why they think that.

- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read. Introduce some of the content-specific vocabulary if you'd like.
- Optional, but recommended: Show students measuring cups or containers for the amounts cup, pint, quart, gallon. Keep them out on the table during your lesson. Compare these containers to the labeled images on the title page.

### 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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- 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 a wide variety of high

frequency words. It also includes the math vocabulary words one, two, four, more, equal, and measured.

- Content-specific or more challenging vocabulary words include: gallon, quart, pint, cup, containers, liquid
- The book is an informational text that portrays a child transferring liquid to different size containers to determine equivalencies of different liquid measurement units. Repeated phrases include: "A [X] holds \_\_\_\_\_," or "A [X] holds more than a [Y]."

**Guided Reading Note:** Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the 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 which one holds more.**

**2. Have children read the book 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 book about?" or "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 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 showing signs of understanding the story?
- 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?
- How are they dealing with conversations in the text?
- 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?
- 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 try to sound out the word?" "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.
- 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.
- Call attention to the sequence of events in the book.
- Model how to revisit the text to find specific examples or ideas in the book.



## After the First Reading

**1. Have children confirm their predictions and talk about the information shared in the book.**

**2. Ask questions like:**

- What did this book teach us?
- Were the kids really magicians? Why or why not? What did they do that appeared to be like magic?
- What was the smallest liquid measurement the book talked about? What might you use that amount of liquid for? What was the next smallest? What might you use that amount for? The next? The biggest?
- How did the book describe the relationship between each size container? What math words did the book use?
- Why do you think the authors wanted to share this book with kids?
- Would you recommend this book to kids learning about liquid measurement? 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

## Cross-Curricular Activities

**Language:** Hunt through the book to find all the words that include "qu." List them on a chart divided into "qu" at the beginning, "qu in the middle" and "qu at the end." (Note: there won't be any with qu at the end, but you can talk about this!) Have students brainstorm or give them additional "qu" words to try to spell and add to the chart.

Have students summarize the book content using a two column chart, listing each unit of measurement on one side and the equivalency shared in the book on the other side

**Mathematics:** Use a water table or other large tub. Have students test out the equivalencies listed in the book using different sized containers of water.

Have students solve simple math problems related to equivalent liquid measurement units, such as "How many cups are in a quart of lemonade?"

Give students several simple liquid-based recipes to read (e.g. lemonade, iced tea). Have them refer to the book content to talk through questions such as, "How would you measure out 1 quart of water for this recipe if you only had a 1 C measuring cup?"

Give students unmarked containers of various sizes and shapes. Have them use a 1 C measuring cup and water to figure out the capacity of each container. For sizes that don't fit an exact unit, have them use equivalencies to figure out different ways to write the



capacity, such as “3 cups = 1 pint plus 1 cup or 1.5 pints” Encourage them to use language from the book such as “equals” and “more than.”

**Science:** Write directions on a chart using the liquid measurement words from the book to guide students in creating a layered rainbow bottle with corn syrup, dish soap, water, and oil, each tinted a different color with food coloring. (Or, search online for alternate recipes.) Direct students to measure one cup of each ingredient and add them in order to a quart container. Talk as you work about how two cups equal one pint, and four cups (or two pints) equal the full quart container.

**Social Studies:** Have students ask people they know how they use liquid measurement units at home or work. Make a list of possibilities (e.g. cooking/baking, making home cleaning products, refilling auto or other engine fluids, as part of work in a science or medical lab, etc.)

**Art/Music:** Listen to a song or chant intended to help students learn about units of liquid measurement.



## Guided Reading with **¿Cuál contiene más?**

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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 & Verb Support**

The following nouns are used to conduct the magic trick:

galón, cuarto, líquido, cuartos, pintas, pinta, taza, tazas, trucos, galones

Print the nouns/items on individual index word cards. Cover the text from the story and have students match the nouns/items with their corresponding illustration.

The magician uses different phrases to conduct the magic trick which is teaching the reader to measure liquids: ven a mirar mis trucos, uno tiene, el otro tiene, contiene más que, miden, enseñar, son igual a, aquí hay,

Print the verb phrases on individual index word cards. With or without support from the illustrations in the story (with the text covered), have student match each phrase with words in the noun support section from the guide with each verb phrase. If possible, you can have students replicate the magic trick in class while using the noun and verb phrases as the magic trick is being conducted.

Students can also work on identifying the adjectives used to describe each magic trick. How does this help them visualize the magic trick? What words were used?

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.

**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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