

Guided Reading with

## A WEDDING

Guided Reading: B

DRA: 2

Intervention: 2

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**Overview:** Weddings are beautiful celebrations. What can you see in a wedding?

8 pages, 30 words

### Genre:

Fiction

### Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- use illustrations and initial sounds and blends to read unknown words
- read simple plural words with –s endings
- use background and vocabulary knowledge to read unknown words

### Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences

### High-frequency Words:

*this, is, the, of, these, are*

### Phonics

- initial consonants sounds: w, m, b, r
- initial consonant blends: br, gr, fl

### National Standards:

- RF.K.1 (a–d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.3, RI.K.4

### ELL/ESL

*Una boda*

See back page

## Getting Ready to Read

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

- Have you ever been to a wedding? What happens at a wedding?
- Who might be in a wedding?
- What special things might be at a wedding?
- What is a wedding? Why might people have a wedding?

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

- Hold the book. Call children’s attention to the title. Read: *A Wedding*
- Ask children to predict who and what will be at the wedding in this book.
- Show the back cover and read the copy. Ask children what might make a wedding beautiful.
- 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 who or what is in each picture. Explain unfamiliar vocabulary.

### 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.
- Remind children to point to the words as they read.

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

- The book contains familiar words: *this, is, the, these, are*
- The book contains one short sentence per page with a patterned structure. The first half of the book follows the pattern, "This is the \_\_\_\_" and then shifts to "These are the \_\_\_\_."
- This book contains vocabulary that might be unfamiliar, including: bride, groom, maid of honor, best man.
- The last page uses an exclamation point.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what you can see at a wedding.**

**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 the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?

- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

**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.

**5. Possible teaching points to address based on your observations:**

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense, including attention to plurals.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what each page is about.



## After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Who was getting married? Who else was in the wedding?
- What special things were at the wedding?
- How do you think the people at the wedding felt?
- What do you think happens next in the story?
- Are all weddings like this? Why or why not? Compare the clothing and objects in this wedding to children's own experiences with weddings.

## 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:** Display the sentence frames "This is \_\_\_\_" and "These are \_\_\_\_" in a pocket chart. Show pictures of both singular and plural items and have students choose the appropriate sentence frame and write the singular or plural word using interactive or shared writing.

Brainstorm different types of special celebrations. Have students create their own

books about special celebrations they've experienced. Provide blank pages with the sentence frames "This is \_\_\_\_" and "These are \_\_\_\_."

**Social Studies:** Read other books about weddings or look at photos of weddings. *In My Family/En mi familia* (<https://www.leeandlow.com/books/in-my-family-en-mi-familia>) includes a painting and description of a Mexican-American wedding. Discuss who else might be at a wedding besides those listed in the book. Talk about how not all weddings include a bride and a groom.

Look at pictures of weddings from different cultures. Compare and contrast the clothing worn with the illustrations in the book.

**Art:** Have students make scientific observations of different types of vegetables using as many senses as possible. Have them make scientific drawings of different types of vegetables and label relevant parts. Experiment with peeling and cutting vegetables and encourage further observations.

**Art:** Have students draw pictures showing special events they experienced. What did they wear? Who was there? What special things were there? Ask students to label key features of their drawings.

**Music:** Listen to music played at weddings in different cultures. Ask students to describe the music.



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## Guided Reading with **UNA BODA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same 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 ingredients wedding-related items are listed in the story: la novia, el novio, la madrina, el padrino, los anillos, el ramo

Print out the wedding-related words from the story on cards. Have students sort the proper noun underneath the correct demonstrative pronoun:

Esta: la novia, la madrina

Este: el novio, el padrino, el ramo

Estos: los anillos

With the same nouns, have students listed them underneath the appropriate article: “la,” “el,” “los.” Continue to add words to the article wall.

**Verb Support:** Have students re-read and ask for them to notice a difference in the pattern with the different items related to the wedding. What happens on the page with “los anillos?” Why is it “son” instead of “es?”

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.

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

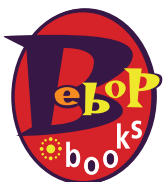
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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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