

Guided Reading with

CAN YOU TOP THAT?

Guided Reading: I

DRA: 16 Intervention: 16

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Overview: A young Latino boy and his friends use their imaginations to think up a variety of unique creatures, each one wackier than the one before.

32 pages, 256 words

Genre: Realistic Fiction

Focus:

- understanding the author’s message
- connecting personal experiences / background knowledge with a story
- reading with expression
- using one’s imagination
- following a challenging text pattern

Supportive Text Features:

- familiar words and concepts
- repetitive pattern and phrases
- short phrasing in text
- predictable, sequential number concepts

Phonics:

- /ow/ vowel sound/spelling patterns

High-frequency Words:

I, a, with, one, can, you, that, two, an, so, no, but, we, see, it, just, as, me

Common Core Standards

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

ELL/ESL

¿Puedes superar eso?

See back page

Getting Ready to Read

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

- Have you ever imagined some really silly or wacky things? What are some of the things you imagined?
- What kinds of imaginary games have you played with your friends or family?
- What kinds of animals do you think make the best pets? Can you think of any unusual animals that could be pets?
- What do you know about sidewalk chalk? Have you ever used it? What pictures have you drawn or seen?

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

- Hold the book. Call children’s attention to the title. Read: “*Can You Top That?*” Discuss what the expression “Can you top that?” means and talk about situations in which this question might be asked.
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask



children to think about the kinds of animals they might encounter in the story.

- 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 tell what happens in the story 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 to unlock the meaning of the word.
- Tell children to think about common animal names. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains numerous high-frequency words and many familiar words that children may know by sight.
- Pages 2 and 3, with publisher information and dedications, and pages 4 and 5, without any text, contain illustrations that introduce the first two characters in the story. The last page, also without text, provides the visual conclusion to the story.

- The story is written as rhythmic verse containing a repetitive pattern. Each verse ends with the same question set in curved type.
- A dash and exclamation point are used in each verse as clues to reading the text with expression.
- Although quotation marks are not used, the text implies a conversation among children.
- The number pattern is predictable. On page 29, the pattern reverses to counting down.
- Starting with page 26, the text does not follow the earlier pattern.
- The illustrations support and extend the text.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes 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 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 about what happens when a group of children imagine a series of wacky animals.

2. Have children read the story 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 and asking them to whisper read to you. After the group has read a few pages, check for understanding with simple questions such as: "What is the story about?" or "Tell me how the story begins." Then direct them to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

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 using the pattern at the beginning of the book?
- 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?

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:

- 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.



- 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 sentence or story.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Focus on the wordless pictures at the beginning and end of the story and how they provide information not stated in the text.
- Explore how the repetitive pattern, phrasing of the text, and line breaks all help create a bouncy rhythm when the story is read aloud. Also review how the text changes starting with page 26 and no longer follows the pattern.
- Review the use of punctuation marks to guide the meaning-making process. Discuss the use of dashes and exclamation points and how they function as clues to expressive reading. Also note that quotation marks are not used even though the text implies that different children are speaking.
- Talk about the variation in the size of the type and how this also provides a clue to emphasis when reading the story.
- Work with the /ow/ vowel sound spelled “ow”: cow. Explore other words with this sound in medial and final positions. Also explore words with the “ou” spelling pattern for this sound, such as: our, about, loud.
- Model how to revisit the text to find specific examples or ideas in the story.

Revisit CAN YOU TOP THAT? to discuss how children figured out the ending of the story.

After the First Reading

- 1. Have children confirm their predictions about what actually happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.
- 3. Elicit children’s ideas about how each child felt when the next child “topped” him or her with an even more outrageous animal.**
- 4. 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.**
- 5. Reread the story from page 27 to the end together.** Discuss how the story ends. Is the ending imaginary or realistic? Why do children think so?
- 6. Have children take parts and read the story aloud, like a play.** Encourage them to read with expression, feeling, and correct phrasing, as though they were talking to their friends.
- 7. Connect children’s experiences to the story with a discussion of their own ideas about imaginary animals and pets.**



8. Brainstorm with children what might happen the next day when all the children meet at the playground.

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

Art: Assign each child a number from one to ten and have them create their own wacky animals utilizing their numbers. Assemble children's drawings in number order and using the text of CAN YOU TOP THAT? as a model, innovate a verse for each drawing, leading from one picture to the next. Bind the pictures into a book which can be used in a shared reading setting and shared with other

classes.

If possible, go outside and hand each child a piece of sidewalk chalk with which to draw. Children can create a whole group mural, trace their body shapes or shadows, or draw wacky animals.

Music: This story's repetitive pattern naturally lends itself to musical expression as a jazz chant or rap style innovation. For example:

HEY, I got a fish with
OOOOOONNNNNEEEEE fin!

Can YOU top that? Can YOU top that?

A fish with one fin—I got a mouse with two
tails!

Can YOU top that? Can YOU top that?

You may wish to play some jazz or rap music to get children started. Follow through up to the number ten. Then challenge children to continue with the rest of the story, changing the rhythm as needed to work with the text.

Science: Invite children to research real animals in the wild that have been found to have more than the typical numbers of paws, tails, wings, or other body parts. Children may present their findings with charts, pictures, captions, and/or written reports. Alternatively, have children make a list of animals that have two wings vs. four wings (such as bumblebees vs. dragonflies), or two legs vs. four legs vs. more than four legs vs. no legs. What are the advantages of having two vs. four wings or having different amounts of legs?

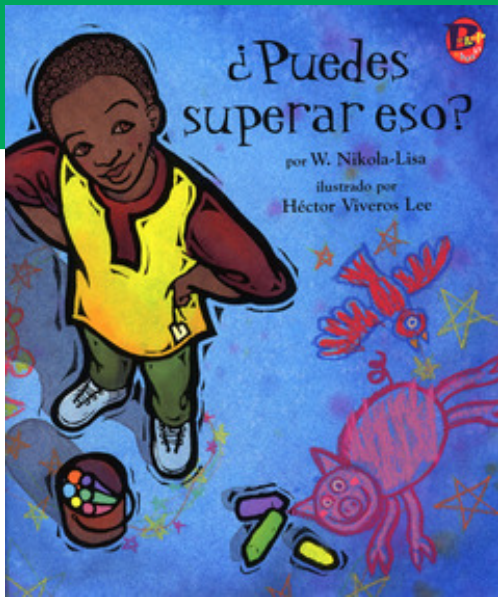


Math: Use the story to practice counting/multiplying by ten. Have children reread the story, substituting a multiple of ten for each number. For example, the text on page 7 becomes: "Hey, I got a fish with ten fins!" The text on page 8 becomes: "A fish with ten fins—I got a mouse with twenty tails!" and so on. For page 29, have children count down from one hundred to ten by tens.

Social Studies: This story revolves around a game played by a group of children at a playground or schoolyard. Invite children to explore other games that are played in these environments across the United States, in other countries, and in their own school. Children may also wish to interview parents, grandparents, guardians, and/or other adults to find out about games they played when they were children. Share the games with the class.

Have children make a list of activities and games they play at recess. Categorize these activities or games as either played in a group or individual setting. Ask children to share their favorite from the list. Record the results and graph children's responses. Discuss which is the most popular game or activity at recess.

Writing: Have each child choose an animal from the book and then write a story about the animal. Or, have each child describe the advantages and/or disadvantages of the unusual number of body parts.



Guided Reading: H
EDL/DRA: 14
Intervention: 14

Guided Reading with

¿PUEDES SUPERAR ESO?

Children reading as guided reading level H are moving into an early fluent stage of reading. All 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. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. 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.

Much of early Spanish reading is taught by teaching syllables formed by the consonant followed by a vowel. Many plural noun endings have the vowel first, followed by "-s" as in "as," "es," "is," and "os."

The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: **pez, alerta, ratón, colas, serpiente, lenguas, pájaro, alas, gato, ojos, perro, orejas, cerdo, hocicos, cabra, cuernos, vaca, patas, caballo, cabezas, superar**, and number words to ten. If children do not know some of the words, have them find the number word, then look at the picture and count the body parts.

For dual-language children, cognates may also be used, such as: **elefante/elephant**.

The main part of the text functions as a counting book, written as a dialogue between a boy and his friends. Point out to children that even though the story is like a conversation, dashes are not used to indicate dialogue. However the pictures are clues to who is speaking. Also review the use of quotation marks and exclamation points. The marks appear "upside down" at the beginning of each sentence and "right side up" at the end. On page 29, talk about the function of the ellipses and commas as an aid to reading with expression.

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.

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