

Guided Reading with

## HOW MANY ARE THERE?

*Guided Reading Level: D*

*DRA Level: 4*

*Intervention Level: 5*

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

Page number: 8, Word Count: 68

**Genre:** Realistic Fiction

### 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
- recognize previously solved words when encountered again later in the text
- look at each part or syllable of a longer word to read it
- read simple plural words with –s endings and check for sentence agreement
- adjust voice when reading sentences ending in question marks and exclamation marks

### Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- short sentence length with some repetitive phrases
- punctuation supports comprehension (i.e., question marks, exclamation marks)

### High-frequency Words:

*I, a, is, in, this, how, are, there, the, do, have, all*

### Phonics

- consonant blends: cr, sp

### National Standards:

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

### ELL/ESL

*¿Cuántos hay?* See back page

**Overview:** A boy collects and counts his favorite little creatures.

## Getting Ready to Read

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

- What does “collect” mean? Do you collect anything?
- Where might someone keep a collection of small things? What might someone do with a collection?
- What kind of small creatures might a child collect?

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

- Hold the book. Call children’s attention to the title. Read: “How Many Are There?”
- Ask children to predict what the boy will collect.
- Show the back cover and read the copy. Ask children to predict what creatures the boy likes.
- 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 each picture shows. Talk about the pages that show numbers and locate the phrase “How many” in the text.

### 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, blend all the sounds in a word, or break a longer word into parts to read it.

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

- The book contains familiar words: I, a, is, in, this, how, are, there, the, do, have, all. It also contains the number words one, three, and five.
- The book contains topic-specific vocabulary words including: creatures, spider, caterpillar, and bees.
- The book contains the numbers in diagrams and the number words.
- There are some repetitive phrases (e.g., "I collect little creatures." "How many \_\_\_\_ are there?")
- The book contains question marks and exclamation points.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what creatures the boy collects and how many he has.**

**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.
- Explore the information presented, including topic-specific vocabulary and addition tasks.
- 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 what creatures the boy collected.
2. Ask questions like:
  - Who is telling the story? How do you know?
  - What creatures did the boy collect?
  - How many of each creature did he have?
  - Where did he put his creatures?
  - How did he take care of them? How do you know?
  - Do you think it was right for the boy to keep the creatures? Where do the creatures belong?
  - The boy is responsible for the creatures while he keeps them. What will he need to do to keep them alive and healthy?
  - How do you think his family feels about him having creatures in his room? Why?
  - What advice do you have for the boy? Why?

## 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 matching word cards with key vocabulary from the book to picture cards that show their meaning. Talk about the letters and word parts of some of the multi-syllable words (e.g., caterpillar). Add additional picture and word cards of other items that could be collected and counted.

Ask children to gather their own collections of outdoor items (e.g., rocks, flowers, sticks, etc.) Have them create books showing how many of each item they collected.

**Mathematics:** Provide children with jars or boxes of small items or pictures of collections. Ask them to read questions that include vocabulary from the book (e.g., "How many buttons are there?") and represent their responses with numbers and words using the book pages as models.

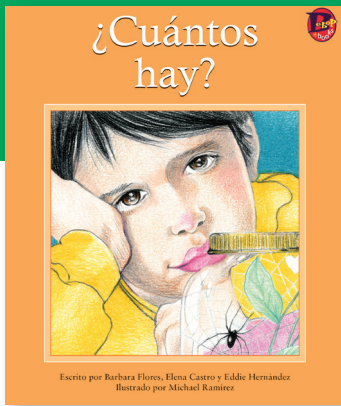
Write creature or collection-themed story problems that use language from the book and ask students to combine amounts of different items (e.g., "There are 5 spiders in this jar. There are 3 caterpillars in this box. How many creatures are there in all?")

**Science:** Ask children to brainstorm questions about the creatures in the book. Learn more by reading other nonfiction titles or viewing websites or online videos. Compile information gathered on a class chart.

Collect insects or spiders from the schoolyard. Set up jars or boxes to provide them with what they need to survive while students study them.

Encourage children to investigate which of these creatures are insects. Discuss the qualities of an insect. Brainstorm other insects to add to the list.

**Art:** Have children work together to create a mural with many different creatures. Work together to write sentences about what the mural contains using language from the book (There are \_\_\_\_/There is \_\_\_\_, etc.).



*Guided Reading Level: D*  
*DRA Level: 4*  
*Intervention Level: 5*

## Guided Reading with **¿CUÁNTOS HAY?**

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 and strategy instruction 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 Support:** Print out the numbers from the story on

word cards: uno, tres, cinco

Print out the creatures from the story on separate word cards: araña, orugas, abejas,

Have students match the word cards with the numbers and the corresponding creatures, with or without the help of the illustrations in the story.

**Verb Support:** Have students work on sentence structure and create their own scenarios similar to the book by leaving out words from the sentence frame: ¡Hay [número] [cosa] en el/la [lugar]!

For students engaging with both English and Spanish texts, have students note that the boy in the story asks a question on every other page and has an exclamatory sentence on every other page. In Spanish, the question marks and 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.

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

**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.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



**For more information about Bebop Books, please contact:  
Abraham Barretto, Vice President of Educational Sales Bebop Books**

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com