

Guided Reading with

I FOUND A ROCK

Guided Reading Level: E

DRA Level: 7

Intervention: 7

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Page number: 8, Word Count: 79

Genre: Realistic Fiction

Focus:

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- try both short and long vowel sounds when attempting unknown word

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match phrase or sentence breaks

High-frequency Words:

I, a, in, my, it, is, what, was, for, the, on, to

Phonics

- vowel sounds: long a patterns (silent e, ai)

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Me encontré una piedra See back page

Overview: A boy who gathers rocks makes them into special additions for his collection.

Getting Ready to Read

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

- Where might you find rocks?
- What are some ways you might describe a rock?
- What might kids do with rocks?

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

- Hold the book. Call children's attention to the title. Read: "I Found a Rock."
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Ask children to predict what the boy will do with the rocks he finds.
- 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 describe the rocks in each picture.

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, in, my, it, is, what, was, for, the, on, to
- The book contains descriptive words including: big, small, square, round, rough, smooth, dark, light, plain
- Most pages describe rocks using the phrases, “The rock...” or “The rock is not...”

Reading the Book

1. Set a purpose by telling children to read the book to find out what kind of rock the boy finds and what he does with it.

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 story grammar—characters, setting, problem, solution, and so on.
- 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 rock the boy found and what he did with it.

2. Ask questions like:

- Where did the boy look for rocks? What do you think his backyard was like?
- How did he describe the rock he found?
- What did he do with the rock at the end?
- Why do you think that particular rock was “just what he was looking for?” Why did it work better for his cat project than other rocks?
- Where would you recommend he find similar rocks to use?
- Based on the last picture of all the rocks he painted, how do you think he decides what he will paint on each rock?
- Do you think this boy is respectful of nature? Why or why not?

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: List the long a/silent e words from the book (square, shape, face) and practice reading them, noticing the function of the silent e.

Brainstorm other long a words with silent e and practice reading the list.

List descriptive vocabulary words from the book on a chart and determine a general category for each (e.g., square/round are shape words, rough/smooth are texture words). Brainstorm other words that fit each category, as well as examples of items that fit each word. Talk about the letters and word parts of some of the words.

Brainstorm other ways people might use rocks. Record ideas on a chart using shared or interactive writing.

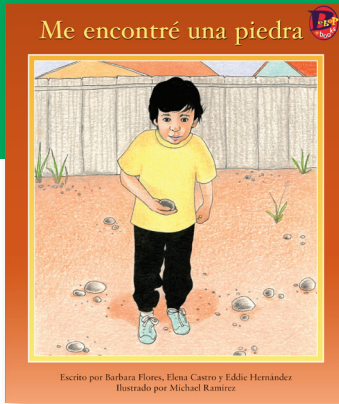
Mathematics: Write rock collection story problems using language from the book, such as “In my backyard, I found 2 round rocks and 3 square rocks. How many rocks did I find for my collection?” Emphasize recording thinking in pictures.

Science: Have children do scientific observations of various rocks. Have them draw or glue photographs of rocks into a science journal and label with descriptors.

Play a rock guessing game to practice using descriptive vocabulary. Show a collection of rocks and have students ask yes or no questions to deduce which rock you secretly chose. Reinforce language structures and vocabulary from the book (e.g., “No, my rock is not rough.”)

Read nonfiction books or consult online resources to learn more about different types of rocks and their features.

Art: Have children paint rocks or other items from nature (e.g., sticks) to create a classroom collection.



Guided Reading Level: E
DRA Level: 6
Intervention Level: 7

Guided Reading with **ME ENCONTRÉ UNA PIEDRA**

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 Englishspeaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Adjective Support: The following adjectives are listed to describe the different rocks: grande,

pequeña, cuadrada, redonda, áspera, lisa, oscuro, claro, sencilla

Print the illustrations from the story. Then, write the names of the adjectives on individual word cards. Have students match the word cards with the adjectives to their corresponding rock in the story.

Verb Support: Have students look at all of the different verbs in the book (no es, es, tiene forma, se siente, es de). Ask students to notice how the verbs change among the pages. Why do they think the author chose to use different verbs throughout the book? How does that change the meaning of the sentences?

For students engaging with both English and Spanish texts, have students note there is a question mark on the past page. In Spanish, the question marks 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 difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

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