



Guided Reading with

THE CLEVER FLY

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

8 pages, 71 words

Genre:

Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a text pattern to support reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- pause at commas
- understand and attend to quotation marks

Supportive Text Features:

- predictable text pattern supports longer sentence length
- clear relationship between text and illustrations
- illustrations support some text details
- book depicts simple ideas through text and illustrations

High-frequency Words:

the, said, I, have, my, can, and, to

Phonics

- short vowel sounds: a, i, e

National Standards:

- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.2, RL.K.7

ELL/ESL

La mosquita lista

[See back page](#)

Overview: What do you think this clever fly knows? Read this book and you will know too.

Getting Ready to Read

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

- What does “clever” mean?
- What do you know about flies? What parts do flies have? How many of each part do they have?

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

- Hold the book. Call children’s attention to the title. Read: *The Clever Fly*
- Ask children to predict what the fly might do in the story.
- Show the back cover and read the copy. Ask children what the fly might know that makes him clever.
- 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 about the fly.

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, or to try saying the sounds in a word and blending them.



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

4. Be aware of the following text features:

- The book contains familiar words: the, said, I, have, my, can, and, to. It also contains the common words little, friends, and number words from one to six.
- Each page begins with the phrase, “The clever little fly said...” and includes a statement in quotation marks.
- The text uses quotation marks to indicate the fly is speaking.
- P. 4 uses a diagram to point out the three segments of the fly’s body.
- The text implies some factual information about flies’ bodies.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the clever fly knows.

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, known parts of the word, or say all the sounds in the word to read it.

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.
- Model how to attend to quotation marks and read as if the fly is speaking.
- 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 the fly is saying.



After the First Reading

1. Have children confirm their predictions and talk about what made the fly clever.

2. Ask questions like:

- What did the fly say first? What did he say next?
- What parts of this book are true? What parts are imaginary?
- Why do you think the fly talked about his five friends instead of a body part for that number?
- How is the fly clever? What does he know?
- Compare yourself with the clever fly— what do you have that is the same? What is different?

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 cards with the number words, amounts of dots or pictures, and number digits from one to six. Have students talk about the letters in each word to match them to the correct digits and amounts.

Have students make their own books about animal parts, writing or gluing number words to each page as appropriate. Use a sentence frame

similar to the book such as, "The clever little [animal] said, "I have ____ ____" to practice working with quotation marks, also.

Play games to help students practice matching number words to digits and amounts, such as number bingo or number memory.

Have students make "clever fly" puppets out of recycled materials and use them to turn the book into a short performance.

Have students read other books about counting and numbers to practice recognizing number words, such as *Big Snowball Fight* (<https://www.leeandlow.com/books/big-snowball-fight>), *Ten Bears*, (<https://www.leeandlow.com/books/ten-bears>) or *My Five Puppies* (<https://www.leeandlow.com/books/my-five-puppies>).

Mathematics: Write directions using number words instead of digits for students to practice reading and representing amounts. For example, ask students to "Draw nine apples." For additional reading practice, include a fictional speaker (e.g., "The clever little bird said, 'Draw five worms for me to eat.'")

Science: Learn more about flies and other insects by reading nonfiction books or viewing websites or online videos. Compile information learned on a class chart.

Physical Education: Adapt movement games to include practice reading number words. For instance, play "Mother May I" by displaying cards with written directions instead of spoken ones (e.g., "Take five steps.")



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EDL/DRA: 3
Intervention: 4

Guided Reading with **LA MOSQUITA LISTA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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 numbers and body parts are listed in consecutive order: una cabeza, dos ojos, tres partes, cuatro alas, cinco amigas, seis patas

Print the illustrations from the story. Then, print the names of the numbers and body parts on cards. Have students sort the word cards with the corresponding illustration from the story.

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.

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

abarretto@leeandlow.com