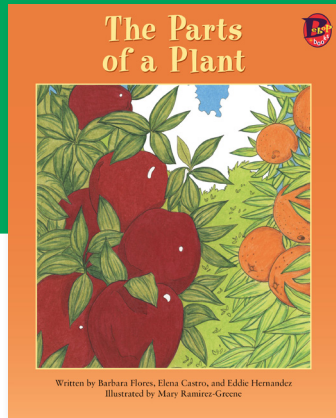




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## The Parts of a Plant

Guided Reading Level: L

DRA Level: 24

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Mary Ramirez-Greene

**Overview:** Plants have many parts. In this book you will find out why each part is important.

8 pages, 202 words

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use syllabication strategies to decode multisyllable words
- use a wide variety of high frequency words to support fluent reading
- use background and vocabulary knowledge to help read and comprehend unknown words
- read varied sentences fluently, with expression and stamina
- use text structure to help comprehend and synthesize new information
- use text and illustrations to visualize information presented

### Supportive Text Features:

- some details supported by illustrations
- some vocabulary is familiar, with some more varied word choices, literary and content-specific language
- varied sentence lengths and formats
- explicit and predictable text structure with some repetitive phrasing

### Phonics:

- strategies for decoding multisyllable words

### Common Core Standards:

RF.2.3, RF.2.4

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7

### ELL/ESL

*Las partes de una planta*

[See back page](#)

## Getting Ready to Read

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

- Imagine a plant you've seen before. What type of plant is it? What are the parts of that plant?
- How could the different parts of plant help it grow?
- What parts of a plant can you eat?
- What are you wondering or unsure about the parts of a plant?

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

- Hold the book. Call children's attention to the title. Read: "*The Parts of a Plant.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children if they think this book will be fiction or nonfiction and why they think that.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Ask them to share questions they have about the



pictures that might be answered as they read.

- Point out that there are no headings or other informational text features in this book. Ask students to pause after each page to think what it was about.
- Introduce any content-specific or challenging vocabulary words you feel are necessary to preview.

### 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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may know.
- Suggest that children read on past an unfamiliar word in order to use the context of the book and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

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

- The book contains familiar words, including a variety of high frequency words.
- There are many content-specific and challenging vocabulary words and phrases, including:
  - Plant parts: roots, stem, leaves, flowers, petals, fruit, seeds
  - Fruit and vegetable words: carrots, yams,

asparagus, celery, lettuce, cabbage, broccoli, cauliflower apples, oranges

- Other words: function, perform, minerals, steady, nutrients, supports, capture, energy, carbon dioxide, reproduce, attract, pollen/pollinated, produce, surrounds, protects, spreads
- Each page gives information about a different plant part, moving from roots up to seeds. The last sentence of each page gives examples of that plant part that people eat.

Guided Reading Note: Level L is the benchmark for the middle of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children 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 the book to find out about the parts of a plant and why each part is important.**

**2. Have children read quietly, but out loud.**

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. After the group has read a few pages, check for understanding with



simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

### 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 monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? Smile? Frown?
- Are they drawing conclusions and making inferences?

**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 try to sound it out?” “Did you think about chunking the word?”

### 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 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.
- Work with suffixes and prefixes.
- 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 picture, sentence, or section.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about what this book taught them about parts of**



a plant.

## 2. Ask questions like:

- Which parts of a plant did the authors describe?
- Which part did they describe first? How do you think they decided on the order in which to introduce the plant parts?
- Imagine moving up a plant from the soil to the top of the plant. Why is each part of the plant important?
- What foods did the authors mention? Which part of a plant is each food?
- Which plant part's job was the most confusing to you? Let's re-read that/those section(s) together and make sure we understand it. What do you imagine when you read [this part?]
- What question did the authors ask at the end of the book? What seeds do people eat?
- What are other examples of roots people eat? Other examples of stems people eat? Other examples of leaves people eat? Other examples of flowers people eat? Other examples of fruit people eat?
- What are examples of seeds people eat?

## 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

**Language:** Review some of the multisyllable words in the book. Work together to divide each word into syllables. Talk about using syllabication to help decode or spell longer unfamiliar words.

Review some of the multi-use vocabulary words from the book, such as function, perform, steady, supports, capture, energy, , reproduce, attract, produce, surrounds, protects, spreads. Ask students to practice inferring word meanings using evidence from the text and illustrations. Have students use strategies like sketching the meaning of the word, acting out the word, or creating a concept map of the word to help build their understanding of how it could be used in different contexts.

Have students practice summarizing the text by brainstorming an appropriate heading for each page/section. On a chart, list the "headings" and 1-2 bullet point key facts from that page.

Have students read, or read aloud, other books about plants. For instance, share *Yum! ¡Mmmm! ¡Qué*



*Rico! Americas' Sproutings* (<https://www.leeandlow.com/books/yum-mmmm-que-rico-americas-sproutings>) about edible plants. Make connections between texts. Talk about how reading an overview informational text, like *Parts of a Plant*, can prepare readers for comprehending other books by building background knowledge.

Talk about visualizing when reading informational text. Choose specific concepts from the book and have students talk in pairs about what they imagined as they read them (e.g., a bird or insect spreading pollen or an animal eating a fruit and spreading seeds.) Find videos online of some of the scenes and ask students to compare their imaginations to the videos.

**Science:** Create a chart about plant parts we eat. List the plant parts from the book on one side, and examples of types of those plant parts people eat on the other, beginning with the examples from the book and adding more.

Have each student choose a type of plant. Help each student view an image of it online. Using the image, have each student create a labeled diagram of that plant showing its parts.

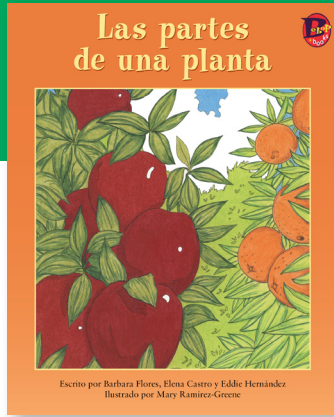
Have pairs or individuals choose a process mentioned in the book to learn more about and share their learning with the class, such as how roots and stems function, photosynthesis, pollination, or how seeds spread.

Plant an easy-to-care-for plant in your classroom window, such as a bean plant. As it grows, notice the parts of the plant with students.

**Social Studies:** Work with students to research what foods are grown in their community or state. For these foods, do people eat the stems, flowers, seeds, leaves, or roots? Into what kinds of meals do these food go?

If there is a local farm, see if they do field trips or have an education outreach program where a volunteer or farmer can visit the class. Alternatively, a parent could volunteer to talk about their home garden. Prepare students with questions for an interview. Students should write or sketch thank you note to any classroom guest.

Encourage students to visit a local farmers' market with their families. Take a picture or write down various plants they see for sale.



Guided Reading Level: F  
DRA Level: 10

## Guided Reading with **Las partes de una planta**

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

### **Noun & Verb Support**

**The following parts of a plant are listed in the story:** las raíces;

el tallo; las hojas; las flores; la fruta; las semillas; las hojas; las flores; la fruta; las semillas

**The following verb phrases describing the functions of the parts of the plant are listed in the story:** ayudan a la planta a mantenerse la tierra; lleva minerales y nutrientes por la planta hacia las hojas; capturan energía del sol y usan esa energía para convertir el agua y el dióxido de carbono del aire en comida para la planta; ayudan a la planta a reproducirse y producen semillas después de que han sido polinizadas y fertilizadas; rodea las semillas y protege las semillas y atrae a los animales a comer la fruta; se convierten en una planta nueva

**The following are examples of foods that are parts of a plant that people eat:** las zanahorias y los camotes; los espárragos y los apios; la lechuga y el repollo; el brócoli y la coliflor; las manzanas y las naranjas

Print the parts of a plant, the verb phrases with the functions of a plant, and the foods that are examples of the parts of a plant all on separate, individual index cards. After students read the story, have students match the index cards with one another, the part of the plant with its function and with the food that people can eat.

Have students complete this activity with or without support from the illustrations, depending on each learner's needs.

For students engaging with both English and Spanish texts, have students note that there is a question in the story. 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.

**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.

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