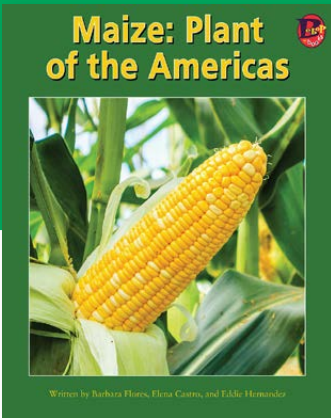




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Maize: Plant of the Americas

Guided Reading Level: O

DRA Level: 34

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** Maize is an ancient plant grown all over the world. Read this book to find out why it is important.

### About the Book

Page number: 16, Word Count: 441

**Genre:** Nonfiction

**Focus:**

- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use context to confirm decoding of unknown words
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to commas, end punctuation, and paragraph breaks to guide phrasing and support comprehension
- use text to visualize concepts presented
- refer to text evidence when discussing an informational text

- use text features to navigate an informational book (table of contents, headings, labeled diagrams, glossary)
- read and interpret numerical information included in text
- make connections between different sections of an informational text to synthesize information presented
- Read a longer text with stamina, using paragraph and page breaks to pause, reflect, and synthesize
- Determine main idea of each section and the entire book in an informational text

**Supportive Text Features:**

- some details supported by illustrations
- varied sentence lengths and formats, with several paragraph breaks per page

- supportive informational text features (table of contents, headings, labeled diagrams, glossary)

**Phonics:**

- review long vowel digraphs (e.g., ai in maize, contain, ea in leaf, ears, leaves, eaten, heated, steamed, tea, ee in feed, oa in toasted, cocoa, soaked)
- syllabication of multisyllable words with various syllable types, especially content-specific vocabulary

**Common Core Standards:**

- RF.3.3, RF.3.4
- RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

**ELL/ESL: *El maíz: planta de las Américas***  
See Last Page

### Getting Ready to Read

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

- What are some ways people use plants? What plants do you know that are very useful to people?
- What do you know about corn? What does the plant look like? What parts of the plant do we eat?
- Have you ever eaten corn? What do you know about how corn is used? What dishes have corn or feature corn?

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



- Hold the book. Call children's attention to the title. Read: "Maize: Plant of the Americas."
- 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. Talk about the vocabulary word "ancient." Look at the illustration and make connections to kids' knowledge of corn. Have children predict what the book will say about maize. Predict whether the book will be fiction or nonfiction.
- 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. Notice the table of contents, headings, and labeled diagram. Remind students to pause to think about what each section teaches them.

### 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 focus on the print and look for chunks of words they know, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the information shared.

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

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an

orthographic mapping routine and/or review a set of words with similar spellings or sounds.

- Content-specific vocabulary words and phrases include: maize, ancient, Indigenous, civilizations, Americas, Mexico, *toconayo*, *elote*, stalk, tassel, leaves, ears, cob, flower, kernels, fibers, silk, husks, lye, hominy, *pozole*, *menudo*, tortillas, tamales, *pinole*, cocoa, porridge, *atole*, honey, cinnamon, popcorn, wreath, cattle
  - Math vocabulary words include: thousands, years, feet, meters
  - Other useful vocabulary words include: rows, contain, remove, boil, toasted, ground, expand, soaked, filling, steamed, decorative, nutritious, dried, fried, strips, trim, separate, section
- This informational text includes text in multi-paragraph sections with headings about the history of the maize plant, how it grows, and how each part of the plant can be used. The last spread includes step-by-step directions for making a corn husk doll. The text includes italicized Spanish content-specific vocabulary.

Guided Reading Note: Level O is the benchmark for mid-late third grade. Children reading at this level are at 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. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about maize.**

**2. Have children read the book 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. 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, consonant blends, long and short vowel sounds, suffixes and prefixes 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 think about sounding out each letter or 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.



- Explore the concepts presented by asking students to visualize or explain in their own words.
- 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. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of information presented in the text.
- Model how to revisit the text to find specific examples or ideas in the text.

### After the First Reading

**1. Have children confirm their predictions and talk about what information the book shared about maize.**

**2. Ask questions like:**

- What are different names for maize? Give evidence from the text.
- What did the text say about the history of maize? Give evidence from the text.
- What parts does the maize plant have? How did the diagram help you better understand the text?
- How do people use corn kernels? Husks? Silk? Stalks? Look at each photograph. Based on the information in the text, what is each item in the photos?
- Which uses of maize did you already know about? Which surprised you?

- Based on the directions given, would you like to try making a corn husk doll? Why or why not?
- Why do you think the authors decided to write this book about maize, instead of another plant? What do you think they hope kids will remember?
- Corn Husk Doll activity—Why do you think the authors included this activity in the book? What steps might someone need an adult’s help for? Why? What would happen if you skipped Step 1? What would happen if you reversed steps 4 and 5? Why is it important to follow instructions in the right order?
- Text Features: Look at the table of contents and glossary. What is the role of each in the book? When would a reader use each section? Why do you think the authors included these in the book?

### 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:** Work together to summarize the information in the book by creating a chart with the headings from the book. Then adding bullet points summarizing key details under each heading. Encourage students to notice paragraph breaks and check each paragraph for key details.

Have students refer to the information in the text to write labels or captions for the book photos on sticky notes.

Have students work together to create posters about how different parts of the maize plant can be used, with labels and captions. Encourage them to include content-specific vocabulary.

Practice using the glossary by revisiting certain sections together that include key vocabulary. Flip to the glossary, read the word's definition, and re-read that part of the text. Have students practice explaining the ideas presented in their own words.

Review some of the key multi-use vocabulary words from the book — words students are likely to see and use elsewhere, such as rows, contain, remove, ground, expand, soaked, filling, decorative, nutritious, strips, trim, separate, section. Have students develop brief skits to act out the meaning and use of each word.

Use words from the book to start a list of cooking vocabulary (e.g., boil, toast, soak, steam, dried, fried). Read examples of simple recipes for dishes listed in the book. Make connections to the vocabulary and concepts from the book.

Read stories about corn and its history, such as *Quetzalcóatl's Corn* (<https://www.leeandlow.com/books/quetzalcoatl-s-corn>). Make connections between texts.

Choose one or more long vowel digraphs to review using words from the book (e.g., ai in maize, contain, ea in leaf, ears, leaves, eaten, heated, steamed, tea, ee in feed, oa in toasted, cocoa, soaked). Practice reading and spelling other words with these spelling patterns.

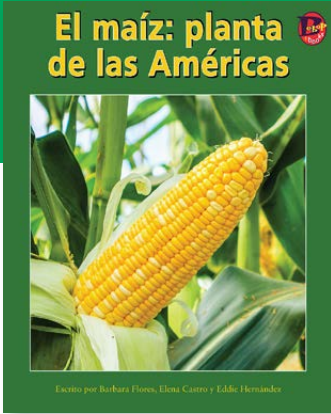
Work together to divide words from the book into syllables to read them. Talk about different syllable types. Focus especially on using syllable types to read some of the content-specific vocabulary.

**Science:** Use other books or online resources to learn about the parts of other vegetable plants and how they grow. Compare and contrast information learned to information from the book.

**Social Studies:** Watch video clips of processes discussed in the book, such as wrapping tamales or making a corn husk doll. Discuss with students how what they visualized based on the text compares to what they saw in the video.

Read about other crops that play important roles in culinary and cultural history, for instance by sharing the books *Cycle of Rice*, *Cycle of Life: A Story of Sustainable Farming*, (<https://www.leeandlow.com/books/cycle-of-rice-cycle-of-life>) or *Yum! ¡Mmmm! ¡Qué Rico! Americas' Sproutings* (<https://www.leeandlow.com/books/yum-mmmm-que-rico-americas-sproutings>). Make connections to students' learning about maize.

**Art:** Try out the directions for creating corn husk dolls in the books, or follow step-by-step directions for another art project involving corn, such as corn paint printing or corn kernel mosaics.



## Guided Reading with **El maíz: planta de las Américas**

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 four different sections dedicated to describing corn in the story: **"El maíz," "La planta," "El grano de maíz,"** and **"La hoja de la**

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**mazorca."** Print the chapter names on individual index cards.

The following characteristics are associated with **el maíz**: fue introducido al mundo por las antiguas civilizaciones indígenas; era la comida principal de varios grupos indígenas de México; era la comida principal de varios grupos indígenas de México; hoy el maíz es cultivado y se come en casi todo el mundo

The following characteristics are associated with **la planta**: el tallo es la parte más grande y más alta; la mazorca incluye la flor de la planta y tiene filas de granos que continen semillas

The following characteristics are associated with **el grano de maíz**: pueden cocinarse en agua con cal para hacer el nixtamal; se hace un dulce llamado pinolo; las palomitas están hechos del grano seco

The following characteristics are associated with **la hoja de la mazorca**: se usan para envolver los tamales; se usan para hacer coronas decorativas, flores y moños; se usan para hacer almohadas y colchones

Print the different characteristics from the sections on individual index cards, and then mix them up so students can sort them under their appropriate chapter headings.

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

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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