



Guided Reading with
PRAN'S WEEK OF ADVENTURE
written by Tina Athaide • illustrated by Lisa Cinelli

Realistic Fiction

Guided Reading™ : F
16 pages, 176 words

DRA: 10

Reading Recovery® : 10

Focus:

- sequencing events
- understanding cause-and-effect relationships
- recognizing humor in stories

Supportive Text Features:

- familiar words and concepts
- repetitive, patterned sentence
- repetition at the beginning of each sentence
- humor used to engage the reader

High-frequency Words: on, down, the, had, to, go, be, way, and, was, but, they, up, at, of

Concept Words: days of the week

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:
 - What might an adult do if his or her car broke down and wouldn't run?
 - Tell me some ways that children travel to school.
 - How might you get to school if you couldn't come the way you usually do?

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

- Call children's attention to the title. Read: "Pran's Week of Adventure."
- Tell children that the book is like a journal, telling what happened to a boy over one week.
- Have children predict what they would expect to see happen in the story.
- Show the back cover and read the copy. Ask children what kinds of adventures they think Pran and his mom might have on the way to school.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to tell what happens as they turn each page.

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 say the beginning sound of an unknown word and read on, returning to the word after completing the sentence.

4. Be aware of the following book and text features:

- The book contains many high-frequency and familiar words.
- The text on each left-hand page begins with a phrase that includes a day of the week: On Sunday, On Monday, and so on.
- The first sentence on each right-hand page begins with the phrase "The ride was . . . ;" the second sentence tells what the characters did next.
- There is no text on the last page, but the picture sums up the events in the story.

Reading the Book

1. Set a purpose by telling children to find out how Pran spent his week.

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 children's first reading:

- Have they begun to cross-check, using a variety of strategies, and self correct?
- Do they rely less on pictures and more on print when reading?
- Do they have a growing sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they make more accurate predictions?
- Can they connect the text to past experiences?

4. As children read, suggest reading strategies if they are struggling: “Try saying the beginning of the word. Try looking at the picture for help.” Encourage children to take a guess or read past the unknown word.

5. Possible teaching points to address based on your observations:

- 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, 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. Note the use of an exclamation point at the end of the last sentence.
- 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 about what happened in the story.
2. Have children retell what happened to Pran and discuss the “adventures” Pran and his mom had when they tried different ways to get to school.
3. Talk about the cause-and-effect relationships. For example, The car was broken, so . . . , They fell asleep, so . . . , The ride was bumpy, so . . .
4. Find evidence in the story that the week had been full of trouble.
5. Explore with children the humor in the story.
6. Elicit children’s ideas of how Mrs. Patel must have felt at the end of the week.

Second Reading

1. Have children reread the book silently 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 child as an assessment of the child’s reading behavior.

Cross-Curricular Activities

Art: Make a paper sign that Pran could use to get someone to help his mom get him to school. For example, children might create a help wanted sign or a ride needed notice.

Music: Teach children the song “The Wheels On The Bus.” Have them create a song innovation that shows all the trouble the Patels encountered. For example, “Pran and his Mom took the bus, took the bus, took the bus. Pran and his Mom took the bus, but went to the beach.” Try to include the cause and effect in each verse.

Science: Have children explore the kind of power needed to make each mode of transportation move. Sort the vehicles by the fuel used.

Math: Have children sort the vehicles in the story by fastest to slowest, cheapest to most expensive, quietest to noisiest, and so on.

Social Studies: Explore the modes of transportation available in the your community. Invite visitors who use these different kinds of transportation to talk to children about their experiences.

Writing: Have children write about a time they traveled on one or more of the vehicles used by the Patels.



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Reading Recovery® : 12

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.

The Spanish edition has many familiar words. While some children will have had experience with the various methods of transportation used by the Patels, others will not. The story also uses cause and effect to show how hard the Patels tried to get to school each day. This also makes the book humorous.

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.

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