



Guided Reading with **SPLASH!**

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Realistic Fiction

Guided Reading™ : C

DRA: 3

Reading Recovery® : 3

Focus: Concepts of Print

- one-to-one matching
- using the picture clues
- reading a patterned sentence

Supportive Text Features:

- familiar words and concept
- patterned sentence
- strong picture-text match

High-frequency Words: we, to, in, the

Getting Ready to Read

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

- Tell me where children might have fun playing in the water.
- Where could you play in the water?
- What do children do when they play in the water?

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

- Hold the book, calling children's attention to the title. Read: "Splash!"
- Ask them to predict what they would expect to see happening in the story.
- Read the back cover copy. Ask children to tell about their favorite places to splash.
- Have children predict some words they might read in the story.

- Give children the book and have them look at the photographs.
- Ask them what the photographs tell about the story.

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.

4. Be aware of the following text features:

- The book contains familiar words: sink, tub, puddle, pool, lake.
- The text is on the page facing the picture.
- There is a patterned sentence: “We love to splash in the sink.”
- Only one word changes on each page.
- There is no sentence on the last page, but the picture sums up the theme of the story.

Reading the Book

1. Set a purpose by telling children to find out where the children like to splash.

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 they say match the printed words in the book? (voice to print match)
- Do they 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 up 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 the individual letter sounds /s/ - /i/ - /n/ - /k/ 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 sound 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 looking at the picture to make sense of the print.” Encourage children to take a guess after looking at the pictures.

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

- Review using the photographs to help with each new word.

- Review using the beginning sound.
- Model how to reread the sentence if it doesn't sound right or make sense.
- Call attention to all the high-frequency words children have learned and used.

After the First Reading

1. Have children confirm their predictions.
2. Ask children to make connections between their own experiences and the story by having them complete this sentence: "This story reminds me of when _____."
3. Discuss why it is all right to splash in each of the situations shown in the pictures. What are children wearing? What are they doing? What rules are they following?
4. Reflect on what would have happened if an adult came and said, "Stop!"
5. Generate some sounds or words for the children on each page to make or say.
6. Brainstorm a sentence for the last page.

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 child as an assessment of the child's reading behavior.

Cross-Curricular Activities

Language: Look through books and find other examples of splashing. Encourage children to find animals that splash or people who are splashing for fun or to tease someone else. Ask children: "Where might we see splashing?" Have children answer in full sentences, adding details.

Art: Let children make spatter paint drawings. Put a piece of paper inside a box. Give children paint and brushes and show them how to splash the paint onto the paper. Show children some Jackson Pollack prints and talk about how he "splashed" paint.

Science: Splash water on a variety of different surfaces. Notice the shapes of the water on those surfaces. As the "wet" objects dry, have children observe the objects periodically. Record their observations and note how long it takes for the water to dry. Ask children how they might speed up the drying time.

Math: Give each child a blank book with 6 to 8 pages. Have children draw an object that would hold liquid on each page, such as a bucket, tub, pail, glass, cup, and so on. Then have children take turns rolling a number cube and naming the

number that lands on top. Each child draws that number of splashes coming out of the first object in his or her book and writes a corresponding phrase below, for example: “five splashes.” The process is repeated for each page.

Social Studies: Discuss why there are signs at public pools that say: “No Splashing.”

Writing: Write about a time you had fun splashing.



Guided Reading with **NOS ENCANTA CHAPOTEAR**

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The Spanish edition also uses a patterned sentence and familiar words: **lavabo, bañera, charco, piscina, lago**. Because many children speak dialects or may mix Spanish and English they may use other words or variations for the place names. Help children understand that “book language” does not always match the words we use every day.

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

If children have difficulty with the concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

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