



Guided Reading with **SUMMER SUN RISIN'**

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illustrated by Don Tate

Realistic Fiction

Guided Reading™ :I

32 pages, 357 words

DRA: 16

Intervention: 16

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at this level are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are encouraged to: 1) make connections between their own experiences and the story, 2) “get” the author’s message and be able to discuss it with other readers, and 3) apply their reading skills and strategies. 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.

Focus:

- understanding the author’s message
- connecting personal experiences with a story
- reading a story written in rhyming verse
- understanding prepositional phrases
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- rhyming text
- short phrases
- sequential events

Essential Components of Reading Instruction:

Phonemic awareness: rhyming

Phonics: /ar/ vowel sound

Vocabulary: fritters, roost, trough, crate, calves, lunchtime, gears, breeze, hawk, bait, stoop; several “clipped” verbs

Fluency: reread the story independently or with a partner

Comprehension: determine what is important, make connections, ask questions

High-frequency Words: up, one, on, the, by, in, at, on, a, it, I, for, to, out, and, all, go, as, down, is, his,

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:
 - What are rhyming words? Tell me some rhyming words you know.
 - What kinds of animals and machines you might see on a farm?
 - Describe what a reporter might see and do if he or she spent a whole day on a farm.
2. Connect children’s past experiences with the book vocabulary:
 - Call children’s attention to the title. Read: “Summer Sun Risin’.”
 - Ask children to use the title and picture on the cover to predict what they would expect to read about in the story.
 - Show the back cover and read the copy. Ask children to think about what a boy and his family might do during a day on a farm.
 - Have children suggest some words they might read in the book.
 - Give children the book and have them look through it. Ask them to find some hints about what happens in the story.
 - Call children’s attention to the word “Risin’” in the title. Ask them what letter is missing at the end (g) and what replaced it (an apostrophe). Then have children look through the book for other words that have the same construction (each set of verses has one or two “clipped” verbs.) Talk about how people sometimes drop the /g/ sound when they say words ending in -ing.
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 for chunks of words they know and to blend the sounds quickly.
 - Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the word.
 - Tell children also to think about what they know about farm animals and farm life. Then encourage them to choose a word that makes sense in the sentence.
4. Be aware of the following book and text features:

- The book contains numerous high-frequency words and many other familiar words.
- The story is told in rhyming verses.
- The first and last verses are formatted differently from the rest of the story and serve as an introduction and conclusion.
- There are many “-ing” verbs that are clipped, with an apostrophe replacing the final “g.”
- The events are sequential and real.
- The illustrations support and extend the text, but most of the meaning is contained in the text.
- The image of the sun moves from left to right as the story progresses to indicate the passage of time.

Reading the Book

1. Set a purpose by telling children to read about what a boy and his family do during a summer day on their farm.
2. Have children read the story silently. Each child should be reading at his or her own pace. After the group has read a few pages, check for understanding with simple comments such as: “Tell me how the story begins,” or “How is this story different from most of the stories we have been reading?” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page.
3. Look for these reading behaviors during children’s 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 showing signs of understanding the story?
 - Are they monitoring meaning and rereading when they lose meaning?
 - Do they easily move from page to page?
 - Are they using punctuation to gain meaning?
 - How are they dealing with the verse format of the text and clipped words?
 - 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?
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 as signals to ask questions such as: “What made you smile?” or “Do you need some help?” Also encourage children’s attempts by making comments such as: “I like how you are reading,” or “That was a good strategy.”
5. Possible teaching points to address based on your observations:
 - 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.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Model asking questions or making “I wonder . . .” statements to extend comprehension.
- Review how to determine what is important in a story. Explore the old-fashioned, folksy feeling the author was trying to convey.
- Explore how line breaks, phrasing, rhyme, and clipped words all help create a bouncy rhythm when the story is read aloud.
- Work with prepositional phrases. Point out the phrases that begin with “in” and “on.” Talk about how these words help explain the relationship between two items. For example: rug on the floor, milk in a glass.
- Work with words from the story with the /ar/ vowel sound: barn, stars, yard, yarn. Explore other words with these sounds in initial, medial, and final positions.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit SUMMER SUN RISIN’ to find clues in the text and pictures about the passage of time in the story.

After the First Reading

1. Have children confirm their predictions about what happened in the story.
2. Discuss the story and how the boy and his family work on the farm. Focus on how the activities change as the day goes on and the sun changes position in the sky.
3. Have children take turns reading the verses aloud. Encourage children to read with expression and feeling.
4. Encourage children to look through the book for interesting or unfamiliar phrases, such as “egg in a cup,” and “shiny as a dime.” Discuss what these phrases mean in the context of the story.
5. Elicit children’s ideas about other activities the family might do during the day, or on a rainy day or winter day. You may wish to record these ideas for a later activity innovating on the text.

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: Show children some pictures of paintings of farms. Have them play “I spy . . .” using “in” and “on” prepositional phrases. For example, “I spy a rooster on the barn roof,” or “I spy a farmer in the cornfield.” Ask children to talk about the mood the artist conveys. As an alternative, ask children to decide what time of day is shown in the paintings.

Music: Have children sing the song “Old MacDonald.” (Complete words and music can be found at: www.niehs.nih.gov/kids/lyrics/mcdonald.htm.) Then let children innovate on the song about animals and activities depicted in SUMMER SUN RISIN’. For example:

Old MacDonald had a farm, E-I-E-I-O.
And on his farm he milked his cow, E-I-E-I-O.
With a squeeze, squeeze here and a pull, pull there.
Here a squeeze, there a pull, everywhere a squeeze and pull.
Old MacDonald had a farm, E-I-E-I-O.

Science: Put a sundial in the window and mark the time. Have children mark each hour as the day goes on. If possible, take children outside to notice the sun’s position in the sky several times during the day. Notice the length of the shadows and the colors that seem most prominent. Help them to understand that as the earth rotates (turns on its axis), the sun appears in different parts of the sky.

Math: Have children work individually to look through SUMMER SUN RISIN’ and find items to count. For example, on page 8, count the red checks on the tablecloth. On pages 14–15, count the hens. On page 19, count the plants. On pages 28–29, count the wood planks in the porch floor. Have children report their totals and then graph the results for the item with the most variation in number. You may also wish to introduce the concept of averages by finding the average number for the item graphed.

Social Studies: Reread the story and make a list of the daily chores the boy does. Then make a list of the daily chores children do in their homes. Discuss how the farm chores and children’s own chores are similar and different. Help children draw some conclusions and make inferences about how the chores reflect similarities and differences in farm life and their lives.

Writing: Have children suggest a list of “in” and “on” prepositional phrases. Then make a list of clipped verbs. Challenge children to write their own nonsense sentences using verbs and prepositional phrases from the lists. Children may then share their sentences with the group.



Guided Reading with **EL SOL DEL VERANO**

Guided Reading™ :I
32 pages, 445 words

EDL/DRA:16

Intervention:16

Guided reading level I is the benchmark for the end of first grade. Children reading at this level are in an early fluent stage. All 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. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. 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. If children do not know some of the words, present them with synonyms to help deepen their comprehension of the new words and the story. You can also use real objects to support their learning of new vocabulary.

The Spanish text is rhythmic and uses figurative language, but the verses do not rhyme in the same way the English does. Additional pre-reading discussion will support the students and will help them read the story with expression and feeling.

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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