

Guided Reading with

BLACK ALL AROUND!

Guided Reading: I

DRA: 16 Intervention: 16

written by Patricia Hubbell

illustrated by Don Tate

Overview: Join a young girl as she discovers all the wonderful, beautiful objects around her that are black. The fun and excitement never stop in this joyous and playful book.

32 pages, 287 words

Genre: Realistic Fiction/Poetry

Focus:

- understanding the author's message
- connecting personal experiences
- reading with expression, emphasizing rhythm and rhyme
- understanding poetic language and forms

Supportive Text Features:

- familiar words and concepts
- rhyming text
- short phrases

High-frequency Words:

a, all, and, be, big, go, in, is, like, look, make, no, of, on, our, that, the, there, they, to, when, where, you, your

Common Core Standards

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1, W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

Getting Ready to Read

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

- What kinds of things are or have the color black? Look around the classroom—what objects do you see that contain black?
- What is your favorite color? Why?
- What do you think beauty is? What do you think makes something beautiful?

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

- Hold the book. Call children's attention to the title. Read: "*Black All Around.*" Talk about the title and what it might really mean.
- Ask children to use the title and picture on the cover to predict what they would expect to read about in the book. How do they think the title relates to the girl?
- Show the front and back covers and title page. Ask children to think about all the things that contain or come in black.
- 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 find some hints about what the message of the story may be.

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 meaning of the word. Encourage children to return to the word after completing the verse or section.
- Tell children to think about what they know about the color black. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains numerous high-frequency words and many familiar words that children may know by sight.
- The story is written in verse.
- The amount and placement of text on each page varies.
- Rhythm, repetition of phrases, and rhyme are used throughout.
- Commas, exclamation points, and ellipses provide support to help children read the poetic text.

- Several compound (e.g. *firefighter*) and multisyllable words are used.
- The illustrations support and extend the text, but much of the meaning is contained in the text.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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 about what objects the girl discovers are black and beautiful.**
- 2. Have children read the story 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 story about?” or “Tell me how the story begins.”



Then direct them to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

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 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?
- 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?

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 chunking the word?"

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.
- Review how to determine what is important in a sentence or story. Talk about the feelings the author was trying to convey.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Talk about how the rhythm and rhyme helped children read the poems, and how the author conveyed feelings of rhythm and excitement in the story.



- Explore how line breaks, phrasing, rhythm, rhyme, and repetition all help make the story interesting, yet easy to understand.
- Review using punctuation marks to guided the meaning-making process. Talk about how commas, ellipses, and exclamation points provide support and act as clues to help children read the story with expression.
- Point out the following compound words: *everywhere, nighttime, workhorse, firefighter, afternoon, headlines, bumblebees, ladybug, and flowerpot*. Review how compound words are formed and how this is sometimes a clue to their meanings. Review how multisyllable words are different from compound words (*wonderful, beautiful, limousine, clarinets*).
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Black All Around!* to make inferences about why the girl finds the color black beautiful.

After the First Reading

- 1. Have children confirm their predictions about what objects the girl found that are black.** What things does this story celebrate? Would you expect to see these things celebrated? Why or why not?
- 2. Encourage children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the story.**

3. Ask children why the girl includes "Daddy's arm. Momma's cheek" in her list of black things she loves. Explore why it is important the girl feels pride about her family and who she is. Discuss why the author might want to share this message with young people.

4. Discuss how black and beauty/ beautiful are connected in the story. Have children discuss what the narrator finds is beautiful and is proud of.

5. Let children brainstorm what should be celebrated in their world and why. What do they feel proud of and think is beautiful?

6. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story. Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.

7. Have children take turns reading aloud parts the story and talk about any personal connections they made with the story. Encourage them to read with expression, feeling, and correct phrasing, as though they were talking to their friends.

8. Elicit children's ideas about other objects which contain the color black to add to the story. You may want to record these ideas for a later activity.

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

Art: Encourage children to think about how we make the color black. Provide paint for children to mix and challenge them to make black on their paper. What colors did they use and how much of each?

Science: One popular science experiment with the color black involves separating the colors in a black marker. Provide each child a white coffee filter, non-permanent black marker (or black ink pen), and a water dropper. Cover the tables with newspaper. Let each child draw a black dot in the middle of the white coffee filter, then let them squeeze a couple of drops of water onto the black dot. Watch as the colors in the markers

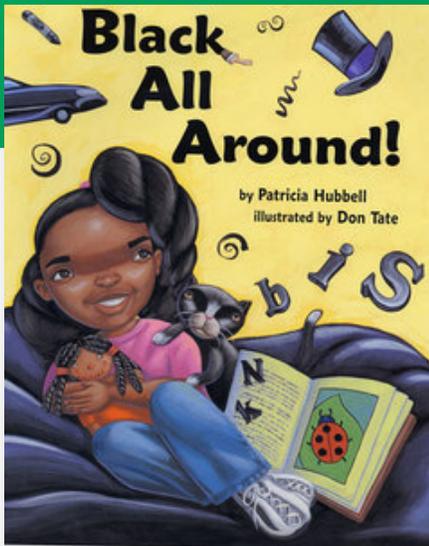
are released and discuss what colors they see. Try using different types of black markers and pens to see if different colors or amounts of colors are used in each.

Math: Conduct a poll of the class to figure out what the most popular color is. Encourage children to share their favorite colors from the rainbow and others they know. Present the information of favorite colors as a bar graph or pie chart. Discuss why certain colors are more popular than others and whether these results would be the same if you were to poll the whole school.

Writing: *Black All Around!* celebrates finding the beauty in the world around us. Have children describe what makes their world beautiful and special to them. Where do they see the colors and beauty in their world?

Read two other books celebrating colors: *Tan to Tamarind* (<https://www.leeandlow.com/books/2784>) which celebrates the color brown and *My Colors, My World / Mis colores, mi mundo* (<https://www.leeandlow.com/books/2780>) which celebrates many colors. Encourage children to write a story or poem about their favorite color. Where do they see this color in their world? Describe all of the many places they see and celebrate this color.

Ask children to write a friendly letter to the author, Patricia Hubbell, suggesting additional objects that are black she should celebrate in the book and why.



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English Language Learner Teaching Activities with **BLACK ALL AROUND!**

The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.
3. Depending on children's level of English proficiency, after the second reading:
 - Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
 - Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they read.
4. Have children give a short talk about other objects they know that contain black or what their favorite color is and why.
5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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