

Guided Reading with

RAFI AND ROSI

Guided Reading: K

DRA: 20 Intervention: 20

by Lulu Delacre

Overview: Meet Rafi and Rosi! These two *coquíes*, tree frogs, from Puerto Rico find magic everywhere!

64 pages, 1550 words + contents, glossary, additional information

Genre: Informational Fiction

Focus:

- understanding the author’s message
- connecting personal experiences/background knowledge to a story
- following a longer, more complex story
- maintaining meaning
- sequencing events
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures
- sequential events
- pictures support and extend the story
- contents page, chapter headings, and page numbers
- glossary and pronunciation guide
- additional background information

Common Core Standards

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

ELL/ESL

Rafi y Rosi

See back page

Getting Ready to Read

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

- What do you like to do with your sibling(s), cousin(s), or best friend?
- What does it mean to be curious?
- Tell me what you know about magnets and metals.
- Tell me what you know about Puerto Rico. What animals and plants might you find there?

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

- Call children’s attention to the title. Read: “*Rafi and Rosi*.”
- Tell children that the book is about a brother and sister exploring and playing in Puerto Rico. Ask children to predict what might happen in the story and how Rafi and Rosi might feel about learning about the environment in Puerto Rico.
- Show the back cover and read the copy. Ask children what magic they think Rafi and Rosi will find. Explain that Rafi and Rosi are *coquíes*, tree frogs, but they also act like children.



- 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 they see happening in the story as they turn the pages.
- Point out the story is divided into chapters and explain or review the concept of chapters. Highlight the chapter headings, page numbers, and glossary.

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?"
- There are a few Spanish words in the English text. Help children find the glossary and pronunciation guide on page 4 and urge them to use the glossary for help with unfamiliar words.
- 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 sentence or section.
- Tell children to think about words that would go with a story about Puerto Rico, magnets, or playing with siblings/a best friend and that begin with the letter of the unknown word. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents, chapter headings, a glossary and pronunciation guide, and additional background information at the end of the story.
- The book contains numerous high-frequency words and many other familiar words. High-frequency words: *a, an, after, all, and, are, asked, at, away, back, big, but, came, can, come, could, did, do, for, from, get, going, had, has, have, he, her, here, him, his, how, I, in, into, is, it, just, like, little, look, make, me, my, no, not, now, of, one, out, play, said, see, she, so, that, the, them, then, there, they, this, to, too, two, up, very, was, we, were, what, when, where, with, you*
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different numbers of sentences on each page; many sentences require a return sweep. Placement of text varies throughout the book.
- The story events are sequential and take place over an extended period of time.
- Several compound words (e.g. *something*) and multisyllable words (e.g. *customers*) are used.
- Suffixes used: -s, -ing, -ed, -er, -ly, -est.



- Words that should be read with special emphasis appear in all capital letters: SPLASH on page 37 and LOOK on page 59 are printed in all capital letters.
- Spanish words appear in italic type. The glossary on page 4 provides the pronunciation and meanings of the Spanish words and terms.
- Exclamation points are used to emphasize action responses.
- The illustrations support and extend the story, but most of the meaning is contained in the text.
- Pages 61–63 have additional background information to enhance the story.

Guided Reading Note: Children reading at level K are becoming more fluent, 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.

Reading the Book

1. Set a purpose by telling children to find out the scientific explanations behind the “magic” Rafi and Rosi discover in Puerto Rico.

2. Have children read the story silently.

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 and asking him or her to read to you quietly.

- After the group has read a few pages, check for understanding with questions, such as: “What is the chapter about?” or “Tell me how the chapter begins.” 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, using the glossary or background information sections.
- You may want to make notations about what you observe.

3. Look for these reading behaviors during children’s first reading:

- Do they use multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self correct?
- Do they rely on print when 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?
- How are they dealing with a longer, more complex story? Do they easily move from page to page? Do they read more automatically and with fluency?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Are they connecting the text to their own experiences?
- Have they begun to draw conclusions and make inferences?
- 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.

- If children are struggling while they read, suggest helpful strategies: “Try using the glossary for meaning and pronunciation, or look in the additional information section.” “Try looking at the illustration for help.”

- 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 will 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.
- Point out one of the compound words (e.g. *anywhere*) and explore how compounds are formed from two shorter words; review how multisyllable words are different from compound words (e.g. *glittering*, *suddenly*, *protested*).
- 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, solution, and so on.



- Review how to determine what is important in a sentence, chapter, or story.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Point out the words SPLASH on page 37 and LOOK on page 59 which appear in all capital letters for emphasis. Point out the Spanish words in the English story, which appear in italic type to indicate they are Spanish and can be found in the glossary.
- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, ellipses, and question marks in dialogue. Talk about the use of quotation marks to indicate dialogue, and the role of commas and exclamation points as clues to reading with expression.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Rafi and Rosi* to review the “magic” Rafi and Rosi find as they explore Puerto Rico.

After the First Reading

1. Have children compare and confirm their predictions with what actually happened in the story.

2. Have children discuss the magic Rafi and Rosi find. Push children to determine whether Rafi and Rosi are really witnessing magic. Why or why not?

3. Encourage children to think about Rafi and Rosi’s sibling relationship. Explore whether Rafi is a good role model for Rosi. Have children consider why Rafi and Rosi continue to play together even though Rafi often tries to trick Rosi.

4. Point out that in the first two chapters Rafi tricks Rosi and she forgives him. Discuss possible reasons why Rosi forgives Rafi and whether or not children think she should forgive him. Have children share a time they tricked someone or when someone tricked them, and how they felt afterward.

5. Encourage children to think about why the author, Lulu Delacre, chooses to structure the story around chapters. Discuss how each chapter relates to the others in the book.

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. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the chapter or story.



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

Science: Help children learn more about *coquíes*, the native tree frogs of Puerto Rico. Encourage children to research these particular frogs, their habitat, and role in the ecosystem. How are the *coquíes* unique and different from other types of frogs? Why are they named *coquí*? Encourage children to present their findings in a poster.

Ask children to research and compare frogs and toads. In a Venn diagram, children can write about the similarities and differences between the two types of amphibians. Based

on their investigation, have children explain in a paragraph how to identify a frog versus a toad and why Rafi and Rosi are definitely frogs.

Explain that all animals have a life cycle and that the details of the life cycle differ from one animal group to another. Discuss how frogs grow and change. Compare the life cycle of a frog to the life cycle of a human. Have children create an illustration showing the life cycle of a frog, labeling each stage. Support children to explain the changes at each stage.

Refer children to page 61 in the book to learn more about magnets and magnetic materials. Bring in a few magnets and a variety of objects (aluminum foil, a paperclip, a piece of silver jewelry, an iron nail, a steel spoon, a wooden spoon, a plastic spoon, a feather, and so on) for children to experiment with to determine or not the objects are magnetic. First, have children record their predictions about which items will and will not be magnetic. Then, in small teams, let children apply magnets to each object and record the results alongside their predictions. Have children reflect on their results and then in a whole group discuss why some objects are magnetic and others are not, and evaluate the qualities that make something likely to be magnetic.

Revisit pages 62 and 63 in the book with children to learn more about mangrove trees. Have children investigate the question: Can mangroves grow in your area of the country? Children should research the conditions necessary for mangroves to survive. Then let children determine whether or not those conditions exist in your area. If not, have



children find out where in the United States mangrove trees grow.

Point out the information on hermit crabs on page 63 in the book. Have children brainstorm what qualities make a shell appealing to a hermit crab looking for a new home. Children should consider size, hardness, color (compared to surroundings), and so on. Let children watch a video on hermit crabs finding the right shell. One video is from BBC: <https://vimeo.com/117375257>.

Rafi and Rosi discover the wonder of bioluminescence in algae in Parguera Bay, Puerto Rico. The production and emission of light can be found in other creatures as well, including fireflies and certain types of fish and jellyfish. Have children watch the TED ED video on bioluminescence: <http://thekidshouldseethis.com/post/55598944417>. As a group, discuss how bioluminescence may be a helpful physical adaptation for animals. Additionally, have children write a story pretending that humans have bioluminescence. Would this ability be helpful or unhelpful for a human?

Social Studies and Geography:

Have children learn more about Puerto Rico. Locate the island on a map of the world and talk about the physical features of the island. Have children generate a list of questions they would like answered. Enlist the help of the school librarian to help children find the answers to their questions. Children may also have been to Puerto Rico or have families from there who may be able to answer questions.

If computers are available, children can also do some of their research online.

Writing: Encourage children to select one chapter from the book and write a journal entry about the event that occurred. Half the class may write about the event from the perspective of Rafi and the other half may write from the perspective of Rosi. Evaluate journal entries for comprehension of the story and informational accuracy.

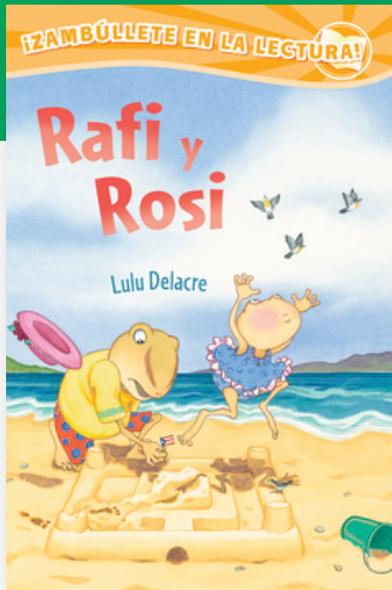
In the first two chapters, Rafi tricks Rosi. In a persuasive essay, ask children to argue whether Rosi should forgive Rafi in either case. Should Rosi still play with Rafi? Alternatively, ask children to argue whether Rafi would make a good friend/sibling.

Have children pretend they are Rafi or Rosi and encourage them to write a letter to a friend who lives in the mainland United States. What does Rafi or Rosi share about his or her home in Puerto Rico?

Let children work independently to write their own stories about Rafi and Rosi. If they were to continue the book, what is another event where Rafi and Rosi witness “magic” or a phenomenon that can actually be explained with scientific evidence? Allow volunteers to read their stories with the class.



BEBOP CLASSROOM CONNECTION



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All of 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, and confidence. This is a time for growing 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 numerous high frequency words and many familiar words. If children do not know some of the words, present them with synonyms to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary.

The story is written in narrative style. Review with children the way dialogue is indicated and how exclamation points and question marks are written in Spanish. Dashes are used to indicate dialogue, and exclamation points and question marks are used at both the beginning and end of sentences. Exclamation points and question marks appear "upside down" at the beginning of a sentence and "right side up" at the end.

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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