



Guided Reading with

## MY BIG ROCK

Guided Reading: D

DRA: 4 Intervention: 5

written by Phyllis J. Perry

illustrated by Chih-Wei Chang

**Overview:** A Chinese American girl explores her imagination as she transforms an ordinary rock in her backyard into extraordinary things in her mind.

8 pages, 42 words

### Genre:

Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- one-to-one matching
- using the picture clues
- reading a patterned sentence
- noticing a change
- thought balloons/thought bubbles

### Supportive Text Features:

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

### High-frequency Words:

*I, on, my, is, a*

### Common Core Standards:

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

### ELL/ESL

*Mi gran roca*

## Getting Ready to Read

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

- Tell me what you could use a big rock for when you are playing outside.
- Tell me what you could pretend that big rock is.
- What might a very big rock remind you of when you are playing?

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

- Hold the book. Call children's attention to the title. Read: "My Big Rock."
- Ask children to predict what they would expect to see happening in the story.
- Show the back cover and read the copy. Ask children what kind of adventure they think they might have.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them what the pictures 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 verbs: *play, big, rock, horse, car, ship, rocket, castle.*
- There is a patterned sentence: "My big rock is a \_\_\_\_\_."
- Only one word changes on each page.
- The new word matches a picture that is highlighted in a thought balloon.
- The first and last sentences are the same but are different from the rest of the story: "I play on my big rock."

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what the girl is imagining.**

**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 children say match the words printed in the book? (voice to print match)
- Do children 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 individual letter sounds /p/-/l/-/a/-/y/ 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 rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

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

- Discuss what the white dots connecting the girl and the white circles mean.



- Point out how the illustrator used a thought balloon 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.
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- Make sure children are reading each word.

## After the First Reading

- 1. Have children talk about using one's imagination during play. What objects have they used to represent other objects during play?**
- 2. Talk about the girl in the story and what the pictures tell us about her imagination.**
- 3. Brainstorm other objects the rock might represent.**
- 4. Point out how the picture adds details to what the sentence says on each 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 student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Show children several boxes of different sizes or shapes. Have them decide what each one might be used for during play. Talk about how the boxes might be changed or modified.

**Art:** Give each child a piece of paper and have children tear their papers into a rock shape. Next, use colored paper and crayons to transform the paper rock into something else.

**Science:** Have children examine some rocks or pebbles. Use a hand lens to get a closer view. Discuss how the rocks are similar and different. If time permits, have children get to "know" their rocks very well by studying its shape, size, color, and so on. Put all the rocks in a pile and then have each child find his or her rock and tell the characteristics that identify the rock.

**Math:** Give each child two rocks of similar size. Have children decide which rock is heavier. Use a balance scale to test the two rocks. Discuss how the heavier rock will be lower on the balance scale. Have children tell whether or not their predictions were correct.

**Social Studies:** Go for a walk around the school and look for ways that rocks have been used. Why would a town or city use rocks for building, paving, and decorating?

**Writing:** Write a description of a rock that has been observed and studied.



## BEBOP CLASSROOM CONNECTION



*Guided Reading: C*  
*EDL/DRA: 3*  
*Intervention: 3*

### Guided Reading with MI GRAN ROCA

The Spanish edition also uses patterned sentences, thought balloons, and familiar words: **juego, roca, caballo, auto, barco, cohete, castillo**. Because many children speak dialects or may mix Spanish and English, you may need to 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 concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

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**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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