

24 pages, 127 words

Genre: Realistic Fiction/Poetry

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- reading with expression, emphasizing rhythm and rhyme
- understanding alliterative and figurative language

Supportive Text Features:

- familiar words and concepts
- repetitive phrases and rhyming
- common sound words

Phonics:

- initial consonant blends and digraphs

High-frequency Words:

the, in, your, as, it, and, all, day, make, them, if, you, a, that, all, long

Common Core Standards

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

ELL/ESL

Bebé musical

See back page

Guided Reading with

JAZZ BABY

Guided Reading: H

DRA: 14 Intervention: 14

written by Carole Boston Weatherford

illustrated by Laura Freeman

Overview: Introduce young children to the instruments and rhythms of jazz. A fun rhythmic story that encourages children to tap, snap, swing, and sway to the jazzy musical beat.

Getting Ready to Read

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

- How do people make music? What are some instruments people use to make music?
- What kinds of music do you like?
- Many people like to dance to music. What kinds of dances might you do to your favorite kinds of music?

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

- Hold the book. Call children's attention to the title. Read: "Jazz Baby." Make sure they understand that jazz is a type of music and talk about what the title means.
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to think about what a jazzy beat might sound like.
- 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 happens in the story as they turn the pages.

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.
- Tell children to think about words that would go with a story about playing music and 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 book contains several high-frequency words and many familiar words that children may know by sight.
- Pages 2 and 3, with publisher information and dedications, also contain an illustration that introduces all the children in the story.
- The story is written as a rhythmic poem. The second and fourth lines of each verse rhyme.
- Each verse begins with the same phrase, set in curved type.
- The sentences are broken into phrases

to create rhythm and meaning.

- Several sentences have no stated subject.
- Alliterative words and phrases and sound words are used to mimic the sounds of the band and describe the dances.
- The pictures support and extend the text, but much of the story is contained in the text.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on 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.

Reading the Book

- 1. Set a purpose by telling children to read about what the children do when they join the jazz band.**
- 2. Have children read the first few pages 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. Check comprehension with a simple comment such as: "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, rhythmic movements, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."

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 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?
- Can they connect 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 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.
- Explore the message and feeling the author is trying to convey.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process and to reading with expression.
- Explore how punctuation, line breaks, phrasing, rhythm, rhyme, alliteration, and figurative language all help make the story sound like music when read



aloud.

- Work with words from the story with initial consonant blends and digraphs: blow, please, plink, pluck, drum, snap, strike, strings, sway, swing; shake, shimmy, thump. Explore other words with these sounds.
- Call attention to the following contractions: *you've*, *you're*. Review the use of an apostrophe to take the place of the missing letters.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit JAZZ BABY to review the meaning of the title and to find descriptive, figurative language that adds to the fun and flavor of the story.

After the First Reading

- 1. Have children confirm their predictions about what happened in the story.**
- 2. 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.
- 3. Elicit children's ideas about how the band members felt as they played their instruments or danced.** What might someone listening or watching feel? Why?
- 4. Reread page 5 together.** Discuss the meaning of "You've got music in your hands." What other parts of our bodies might have music in them? How could we show this?

5. 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 story.

6. Connect children's own experiences to the story with a discussion of any live musical performances they have seen.

Who made the music? What instruments were used? Did people dance? If so, how did they dance? Encourage children to use some of the words from the book, or other descriptive and figurative language, to describe their experiences.

7. Have small groups of children work in pairs to practice reading the book aloud and acting out the verses. As one group reads, the other group may clap their hands, snap their fingers, and/or dance.

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: Have children listen to some jazz music and then finger paint in response to how the beat, rhythm, or melody of the music makes them feel. As an alternative, give children crayons or markers and let them draw as they listen to the music. Before starting, talk about colors and the feelings some colors convey. Also make sure children understand that they do not have to draw specific objects; abstract “designs” are fine.

Music: Make a chart of all the descriptive and figurative words and phrases in JAZZ BABY that describe music and dancing. Then play a variety of jazz pieces for children. Have them match words and phrases from the book to parts of the music.

If you wish to explore music more in depth, the Dallas Symphony Orchestra has a website for children and teachers with suggestions for many interesting activities:

<http://www.dsokids.com/>

Check out Chuck Vanderchuck’s “Something Something” Explosion from PBS to learn about jazz:

<http://pbskids.org/chuck/index.html#/jazz>

(teacher guide at the bottom)

Science: Talk with children about the sounds made by some of their favorite classroom rhythm instruments. What actions are needed to create the sounds? (rubbing, blowing, hitting, and so on) Explore how sounds can be altered to make them louder, softer, or different.

Next, explain how all instruments create vibrations in some way to produce sounds. If a tuning fork is available, strike it and then put one end into water. The ripples show how vibrations travel invisibly. In the same way, the sound vibrations produced by instruments travel invisibly to listeners’ ears.

Math: Introduce the following musical terms and explain what they mean: solo, duet, trio, quartet, quintet, sextet, septet, octet. Then display groupings of objects or shapes to represent the numbers one through eight. Ask children to match the musical words with the groups of objects or numbers of sides of the shapes. Finally, make a chart listing the words for musical groups and have children illustrate them with groups of objects or shapes. If shapes are used, talk about why there are no matches for a solo and duet.

Social Studies: Read IF I ONLY HAD A HORN: YOUNG LOUIS ARMSTRONG by Roxane Orgill. This is a biography of Louis Armstrong, the famous jazz musician. Talk about his life and choose one or more phrases from JAZZ BABY to describe his music.

Use picture books to investigate the lives of some other jazz singers and musicians. Then discuss with children the contributions



musicians make to people's lives, their communities, and the world. Listen to the featured person's music after reading and rereading. Other Lee & Low titles about jazz include:

RAY CHARLES

<https://www.leeandlow.com/books/2438>

I SEE THE RHYTHM

<https://www.leeandlow.com/books/2787>

RAINBOW JOE AND ME

<https://www.leeandlow.com/books/2436>

LITTLE MELBA AND HER BIG TROMBONE

<https://www.leeandlow.com/books/2854>

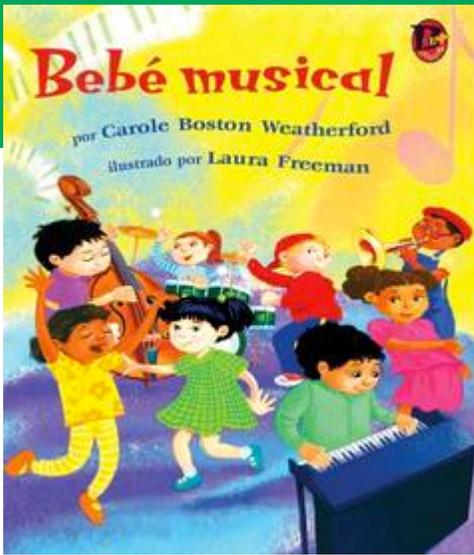
Jazz Day is April 30 and Jazz Appreciation Month is April. Check out ideas for celebrating at this website:

<http://www.jazzkids.com/>

Writing: Have children brainstorm a list of other possible poems to write such as "Soccer Baby," "Dance Baby," or "Frog Baby." Choose one and write a class poem/story modeled after JAZZ BABY.



BEBOP CLASSROOM CONNECTION



Guided Reading: H
EDL/DRA: 14
Intervention: 14

Guided Reading with

BEBÉ MUSICAL

Children reading at guided reading level H are moving into an early fluent stage of reading. 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 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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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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ISBN #: 9781584305576

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Guided Reading Level: H

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