

8 pages, 43 words

### Genre:

Nonfiction

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

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, and beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words

### Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- line breaks match text phrasing
- high interest nonfiction topic

### High-frequency Words:

*a, in, the, all, these*

### Phonics

- initial consonants t, l, d, c, h, r
- short vowel sounds a, e, i

### National Standards:

- R.F.K.1 (a–d), R.F.K.3 (a,c), R.F.K.4
- R.I.K.1, R.I.K.2, R.I.K.7

### ELL/ESL

*En el desierto*      See back page

Guided Reading with

# IN THE DESERT

*Guided Reading: B*

*DRA: 2*

*Intervention: 2*

*written by Barbara Flores, Elena Castro and Eddie Hernandez*

*illustrated by Michael Ramirez*

**Overview:** What animals live in the desert? Read this book to find out.

## Getting Ready to Read

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

- What is it like in the desert?
- What can you find in the desert?
- What animals live in the desert?

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

- Hold the book. Call children’s attention to the title. Read: *In The Desert*.
- Ask children to predict what desert animals will be in the book.
- Show the back cover and read the copy. Ask children to identify which animal is in the picture.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice which animals are in the pictures. Say the names for some of the unfamiliar animals.

### 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.
- Remind children to point to the words as they read.



#### 4. Be aware of the following text features:

- The book contains familiar words: *a, in, the.*
- The text on the last page breaks the text pattern and introduces new high frequency words.
- Some animal names may differ from what students' might guess based on the illustrations (e.g., tortoise, not turtle, and hare, not rabbit.)

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about animals that live in the desert.**

**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 over 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 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 sounds 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:**

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense. Call students' attention to the change in verb agreement from "lives" to "live."
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out which animal is on each page.
- Model how to reflect on a previous discussion of vocabulary words to read unknown words. ("We talked before we began reading about what kind of snake that is.")
- Model how to use the text to decide between two guesses for a word ("Look at the letters. Do you think they say 'hare' or 'rabbit?'"")
- Model how to use spoken word length to help predict unknown words. (For instance, "roadrunner" takes longer to say than "bird" and looks longer in print.)



## After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Which animals did the book tell us live in the desert?
- Where do the pictures show each animal? (On the sand, on a rock, etc.)
- How do you think each animal moves?
- Do you know more about any of the animals? Which animal would you like to learn more about?
- How does a desert compare to where you live?
- What features on their bodies help them live in the desert?

## 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:** Have students make books about animals in other habitats using the same text pattern. Provide the sentence stem "A \_\_\_\_\_ lives in the \_\_\_\_\_." on each page, or provide a bank of words for students to locate, cut out, and glue to each page, including A, lives, in, the, etc.

Use the names of the animals in the book, as well as other known animals, to practice

counting syllables in words. Create a picture chart sorting animal names by number of syllables.

**Science:** Read other nonfiction books about the desert to find out about other animals that live there, or to find out more about the animals in the book.

Investigate the animals in the book: What is the difference between a tortoise and a turtle? A hare and a rabbit? A coyote and a wolf or dog?

Pick one animal in the book to study further. What habits and physical traits help it survive in the desert? Would it be able to survive and thrive where you live? Why or why not?

**Social Studies:** Read traditional stories set in the desert, such as *Baby Rattlesnake* (<https://www.leeandlow.com/books/baby-rattlesnake-viborita-de-cascabel>). Ask students to make connections between the animals they read about and the stories.

Look at a map to locate desert regions around the world. Compare the locations to where you live.

**Art:** Have children make a list of 100 ways to celebrate the 100th day of school.

**Physical Education:** Have children make a list of 100 ways to celebrate the 100th day of school.

**English Language Learners:** Have children make a list of 100 ways to celebrate the 100th day of school.

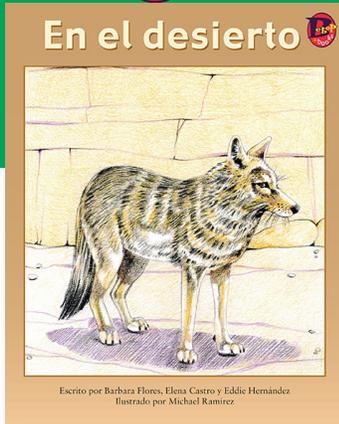
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in *Guided Reading and Matching Books to Readers* by Irene C. Fountas and Gay Su Pinnell.

**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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Guided Reading: C  
EDL/DRA: 3  
Intervention: 4

Guided Reading with

## EN EL DESIERTO

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.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day. In this story,

**Noun Support:** The following animal names are listed: *tortuga, lagartija, coyote, liebre, correcaminos, víbora.*

Students may say, *conejo*, for *liebre*. See the above lesson plan for how to talk to students about the difference between *un conejo* and *una liebre*. Students may also be unfamiliar with the animal, *correcaminos*. Have students look at the different parts of the word, *corre* (run), and *caminos* (road), to figure out what this animal does. Ask students by looking at the word parts what do you think this animal is like?

Have students sort the animals according to their indefinite article, *un* or *una*:

*un: coyote, correcamino*

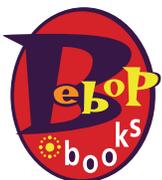
*una: tortuga, lagartija, liebre, víbora*

Consider creating a word wall with these indefinite articles and have students continue to add to it.

**Verb Support:** Ask students to notice the pattern on each page with the animal. How is the last page different? Draw students’ attention to *viven* and why there is an *n* added to the end. How is this different from *vive*? Why do students think the word changed?

The book introduction and Guided Reading lesson follow the outline for the English edition. Children need the same reading support and strategy instruction as their English-speaking classmates.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.



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