

## The Rainbow

Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Mary Ramirez-Greene

8 pages, 27 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 and initial sounds to read unknown words
- adjust voice when reading sentences ending in question marks and exclamation marks

### Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- familiar content close to many children's experiences

### High-frequency Words:

*what, do, you, see, I, a*

### Phonics

- initial consonant sounds c, r, y, p
- initial consonant blends: gr, bl

### National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

### ELL/ESL

*El arco iris*

[See back page](#)

Guided Reading with

## THE RAINBOW

*Guided Reading: B*

*DRA: 2*

*Intervention: 2*

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Mary Ramirez-Greene

**Overview:** What colors do you see in the rainbow? Read this book and learn what they are.

## Getting Ready to Read

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

- Have you ever seen a rainbow? Where?
- What colors are in a rainbow?
- In what order do the colors of a rainbow go?
- In what kind of weather can you see a rainbow?

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

- Hold the book. Call children's attention to the title. Read: *The Rainbow*
- Ask children to predict what will happen in this book.
- Show the back cover and read the copy. Ask children what the colors of a rainbow will be.
- 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 what colors they see.

### 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: what, do, you, see, I, a. It also contains the color words red, orange, yellow, green, blue, purple.
- As each color is introduced, it is called out on the page and featured as a standalone. The final page shows the entire rainbow.
- The book contains one short sentence per page with a patterned structure. The first and last pages are different and include a question mark and an exclamation mark.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out the colors in a rainbow and practice reading the color words.**

**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.
- Model how to make a return sweep to the second line of text.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Model how to adjust voice when reading sentences ending in question marks and exclamation marks.
- 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 what the girl says on each page.



## After the First Reading

1. Have children confirm their predictions about the story.
2. Ask questions like:
  - What colors did the girl see?
  - Which color came first? Next? Why do you think they appeared in this order?
  - What did you notice about the girl's clothes and what she was holding?
  - What clues did you get from the pictures about the weather?
  - What weather conditions do you need to have a rainbow?

## 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:** Write sentences from the book on sentence strips or sticky notes. Have a child choose one, read it, and put it somewhere relevant in your classroom (e.g., "I see red" on a red chair.) Have other children search for the sentence in the room.

Have children turn the book into a short performance, reading the text and taking turns adding colored stripes to a flannel board, drawing them on the whiteboard, or laying

colored fabric or scarves on the floor to create a rainbow. Also make the materials available for open-ended pretend play.

Read aloud or have children read other books that include color words, such as *Can You Eat a Rainbow?* (<https://www.leeandlow.com/books/can-you-eat-a-rainbow>), *Carmen's Colors* (<https://www.leeandlow.com/books/carmen-s-colors>) *A Salad* (<https://www.leeandlow.com/books/a-salad>), *Rainbow Joe and Me* (<https://www.leeandlow.com/books/rainbow-joe-and-me>), and *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>). Brainstorm items of each color of the rainbow on a chart.

Play Color Bingo to help children practice reading color words. Write color words on cards and have students match them to bingo boards with colored spaces (or vice versa.) Talk about the letters in each color word.

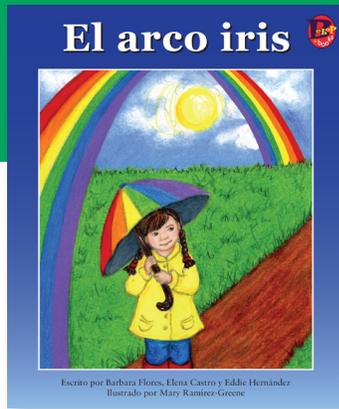
**Mathematics:** Have children survey classmates about their favorite colors. Create a chart requiring students to read color words to record data. Create a bar graph to represent the results by adding the correct amount of sticky notes with each color word written on them to a large chart.

**Science:** Learn more about the reasons for rainbows by reading nonfiction books or viewing video clips or web resources. Summarize information on a class chart.

Give children red, yellow, and blue paint. Have them experiment to discover how many different colors they can make by mixing the three colors in different combinations.

**Art:** Have children make paper rainbows by gluing squares of colored tissue paper to an arched piece of cardstock. Store the tissue paper in containers labeled with each color word.

Have children draw a picture using their favorite color. Then write about the picture.



## Guided Reading with **EL ARCO IRIS**

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.

*Guided Reading: A*  
*EDL/DRA: 1*  
*Intervention: 1*

**Noun Support:** The following colors are listed: rojo, anaranjado, amarillo, verde, azul, morado

Print out the illustrations from the story on cards. Then, print out the words of the colors from the story on cards. Have students match the illustration card with the appropriate word card.

For students engaging with both English and Spanish texts, have students note that there is a question on the second page and an exclamatory statement on the last page. In Spanish, the exclamation points and question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

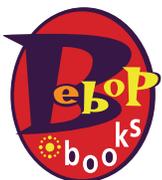
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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