

Guided Reading with

## UNCLE PETER'S FARM

Guided Reading: B

DRA: 2

Intervention: 2

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illustrated by Mary Ramirez-Greene

8 pages, 52 words

### Genre:

Realistic Fiction

### 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
- read simple plural words with –s endings
- read possessive nouns with 's

### Supportive Text Features:

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

### High-frequency Words:

this, is, there, a, on

### Phonics

- initial consonant sounds: p, h, f, c, h
- short vowel sounds: u, i, e
- consonant digraphs: th, sh

### National Standards:

- RF.K.1 (a–d), RF.K.3 (a,c), RF.K.4
- RL.K.1, RL.K.7

### ELL/ESL

La granja del tío Pedro See back page

## Getting Ready to Read

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

- What might you see on a farm?
- What animals live on a farm?
- What are some reasons farmers have animals?

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

- Hold the book. Call children's attention to the title. Read: *Uncle Peter's Farm*
- Ask children to predict what will happen in this book or what they might see.
- Show the back cover and read the copy. Ask children what animals might live on the farm.
- 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 animals 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: this, is, there, in, on
- The book contains one sentence per page, broken over two lines, with a patterned structure. The first page is different.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what animals live on Uncle Peter's farm.**

**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.
- 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 each page is about.

### After the First Reading

**1. Have children confirm their predictions and talk about the animals from the book.**



## 2. Ask questions like:

- Whose farm is this book about?
- Which animals were on the farm?
- How do you think each animal helps Uncle Peter?
- What kind of farm do you think Uncle Peter has?
- Why might Uncle Peter have each of these animals on his farm?
- What is the purpose of a farm? Why do we have/need farms?

## 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:** Start with the animals from the book and brainstorm more animals and other items that could be found on a farm. Create a pocket chart activity in which students must match a picture card to a word card by attending to the letters in each word.

Explore possessive nouns with students. Gather items belonging to each student. Practice writing and reading, "Sarah's mitten," "Juan's coat," etc.

Ask students to share places they go to visit

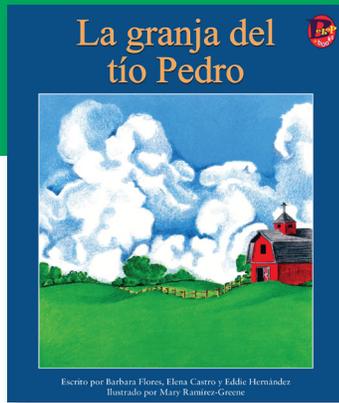
relatives and friends. What do they see there? Have students create their own books about one such place. Provide blank pages with the sentence frame, "There is a \_\_\_\_\_ on/at \_\_\_\_\_"

Have students read or read aloud other books about farms, such as *On Our Farm* (<https://www.leeandlow.com/books/on-our-farm>), *Summer Sun Risin'* (<https://www.leeandlow.com/books/summer-sun-risin>) or *Sweet Potato Pie* (<https://www.leeandlow.com/books/sweet-potato-pie>.) Discuss connections between texts.

Have children write or draw about visiting or working on a farm.

**Mathematics:** Create farm-themed story problems that feature animals and high frequency words from the story, such as, "There is a cow, a dog, and a pig on the farm. How many animals are there?"

**Art:** Have students create a farm mural using cut paper collage. Title the mural "On a farm..." and have them label each item with the sentence "There is a \_\_\_\_."



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

## Guided Reading with **LA GRANJA DEL TÍO PEDRO**

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.

**Noun Support:** The following farm animals are listed in the story: caballo, vaca, cerdo, gallina, borrega, perro

Print the illustrations of the farm animals on cards. Then, print the names of the farm animals on cards. Have students sort the illustration with the correct word.

Have students sort the names of the rooms under their respective article: un/ una.

Un: cerdo, perro, caballo

Una: gallina, borrega

Ask students to notice any similarities amongst the words once sorted underneath the appropriate heading. What common letter do the words under “una” have at the end? What about “un?”

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

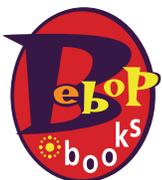
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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