

Guided Reading with

TEN BEARS

Guided Reading: C

DRA: 3

Intervention: 3

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illustrated by Michael Ramirez

8 pages, 32 words

Genre:

Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a text pattern to support reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- pause at commas
- continue reading next the page after an ellipsis

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- humorous and engaging illustrations
- book depicts simple ideas through text and illustrations
- familiar content close to many children's experiences

High-frequency Words:

in, all

Phonics

- verb endings: -ing, -ed
- long vowel word families: -eam, -ate

National Standards:

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

ELL/ESL

Diez ositos

See back page

Overview: Learn to count with ten little bears.

Getting Ready to Read

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

- What is a counting book? What might a counting book show in the pictures?
- How can you count forwards? How can you count backwards?

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

- Hold the book. Call children's attention to the title. Read: *Ten Bears*
- Ask children to predict what the book might show.
- Show the back cover and read the copy. Ask children how the bears might help them learn to count.
- 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 how many bears each picture shows.

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, or to try saying



the sounds in a word and blending them.

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

4. Be aware of the following text features:

- The book contains familiar words: in, all. It also contains number words from one to ten.
- The pages include number words separated by commas. The text counts bears from one to ten and then back down to one.
- The illustrations also are labeled with the numbers to match the counting words.
- The book contains ellipses to connect the words across pages and spreads.
- An exclamation point is used.

Reading the Book

1. Set a purpose by telling children to read the book to find out how the author uses bears to teach readers about counting.

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, known parts of the word, or say all the sounds in the word to read it.

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 continue to the next page at an ellipsis or 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 how many bears there are.
- Review the use of an exclamation point.



After the First Reading

1. Have children confirm their predictions and talk about how the authors used bears to show them how to count.

2. Ask questions like:

- How many bears were there?
- What did the bears do first? What did they do next?
- How did the story end?
- Is this book serious (realistic) or silly? How do you know?
- Where are these bears from? How do you know they are likely from the circus? How are the bears acting like clowns?
- What makes this book funny? Why?

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: Display cards with the number words, amounts of dots or pictures and number digits from one to ten. Have children talk about the letters in each word to match them to the correct digits and amounts.

Have children make their own counting books, writing or gluing number words to each page as appropriate.

Play games to help children practice matching number words to digits and amounts, such as number bingo or number memory.

Have children turn the book into a short performance by acting it out with stuffed bears or other stuffed animals as they read.

Have children read other books about counting and numbers to practice recognizing counting words, such as *Big Snowball Fight* (<https://www.leeandlow.com/books/big-snowball-fight>) or *My Five Puppies* (<https://www.leeandlow.com/books/my-five-puppies>).

Mathematics: Write directions using number words instead of digits for students to practice reading and representing amounts. For example, ask students to "Draw nine apples."

Have children see if they can count to 10 and back down to 1 in another language.

Write addition and subtraction problems using the bears. For example: "If one bear gives two bears a ride on his bicycle, how many bears are on the bicycle?"

Have children count how balloons, hats, bows, and wheels they see in the story.

Science: Have children brainstorm questions they have about bears, such as "what do bears eat?" or "Why are they different colors or shapes?" Then help children read other books about bears to learn about the different types of bears and to answer their questions.

Physical Education: Adapt movement games to include practice reading number words. For instance, play "Mother May I" by displaying cards with written directions instead of spoken ones (e.g., "Take five steps.")



Guided Reading: B
EDL/DRA: 2
Intervention: 2

Guided Reading with **DIEZ OSITOS**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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 numbers are listed: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

Verb Support: Have students examine the verb, “van” on page 5. Then, have students examine the verb “va” on page 8. Why did the verb change from “van” to “va”? Encourage students to think about how “van” applies to more than one bear (“¡diez ositos van!”) as opposed to one bear (“¡un osito va!”)

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements on page 5 and page 8. In Spanish, the exclamation points 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.

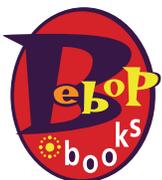
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