

Guided Reading with

## THE NECKLACES

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Mary Ramirez-Greene

8 pages, 33 words

### Genre:

Realistic Fiction

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

- read with one-to-one correspondence
- use a variety of 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, or beginning parts of words to read unknown words

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts a simple story through text and illustrations

### High-frequency Words:

*we, are, a, now, all, have*

### Phonics

- word ending: ing

### National Standards:

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

### ELL/ESL

*Los collares*

[See back page](#)

**Overview:** In this book, you will learn how to make a necklace.

## Getting Ready to Read

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

- What is a necklace?
- How could you make a necklace?
- What do you know about patterns? What are some examples?

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

- Hold the book. Call children's attention to the title. Read: *The Necklaces*
- Ask children to predict what the book might say about necklaces.
- Show the back cover and read the copy. Ask children what the steps might be to make a necklace.
- 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 each picture shows the students doing.

### 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: we, are, a, now, all, have
- The first page contains two sentences.
- The book is giving instructions to make a necklace.
- The pages contain alternating sentences reading, "Add a square bead" and "Add a round bead." The first and last pages are different.
- The last pages uses an exclamation point.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out how to make a necklace.**

**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 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



what the children are doing.

- Review the use of punctuation, including the exclamation point.

## After the First Reading

**1. Have children confirm their predictions and talk about how the students made necklaces.**

**2. Ask questions like:**

- What did the students do first? Then what?
- Why do you think they added the beads in that order?
- How did the necklaces look at the end?
- What is the pattern in the necklaces?
- Is this the only way to make a necklace? What else might someone do?
- What shape beads did the children use in their necklaces?
- Why do you think they all made the same necklace?

## 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:** Show children other kinds of beads. Make a list of related describing words besides

"square" and "round."

Print photos of children engaged in various tasks at school. Use shared or interactive writing to practice adding -ing to verbs. Label each photo "We are \_\_\_\_ing..."

Brainstorm other things for which children could give directions. Have children create their own books about how to make something, perhaps using the sentence frame, "Add a \_\_\_\_."

**Mathematics:** Explore patterning by having students draw "necklaces" with different patterns, or use stamps or stickers.

Draw different patterns on the board with either colors, shapes, or numbers and have children guess what the patterns are.

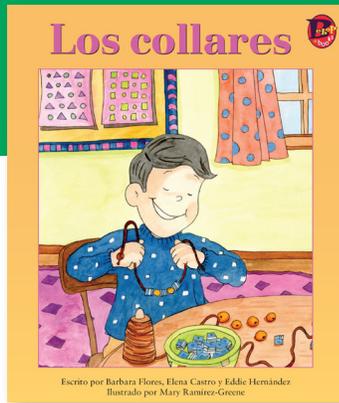
Brainstorm other patterns the children in the book could have made with orange round beads and blue square beads. Example: orange orange blue or blue blue orange, and so on.

**Science:** Study patterns in nature! Look at books of patterns in trees, flowers, and on animals. Perhaps take a walk outside to see what patterns children find around them.

**Art:** Have children make their own beaded necklaces by following written directions similar to those in the story ("Add a \_\_\_\_ bead," etc.)

Have children make their own beaded necklaces and then write their own directions for how they made them.. Have them trade directions with a partner to try to make matching necklaces.

**Physical Education:** Explore movement patterns by giving oral directions or having children follow written directions (e.g. Take a big step. Take a small step. Take a big step. Take a small step, etc.)



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## Guided Reading with **LOS COLLARES**

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 shapes are listed to describe “una cuenta:” redonda, cuadrada

Print the illustrations from the story. Then, print the words “redonda” and “cuadrada” on cards (3 cards for “redonda” and 3 cards for “cuadrada”). Have students match “redonda” or “cuadrada” to the appropriate illustration from the story.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. 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.

**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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