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Page number: 8, Word Count: 51

**Genre:** 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, initial sounds, or beginning parts of words to read unknown words
- adjust voice when reading sentences ending in question marks and exclamation marks

**Supportive Text Features:**

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

**High-frequency Words:**

*the, is, of, like*

**Phonics**

- short vowel sounds vs. long vowel sounds

**National Standards:**

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

**ELL/ESL**

*¿Tiene miedo el ratón?*

Guided Reading with

## IS THE MOUSE AFRAID?

*Guided Reading Level: C*

*DRA Level: 3*

*Intervention Level: 3*

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

*illustrated by Sergio Ramirez*

**Overview:** Is a little mouse afraid of any animals—big or small?

### Getting Ready to Read

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

- What does “afraid” mean? What might someone do when he or she is afraid?
- Why might one animal be afraid of another animal?

**2. Connect children’s past experiences with the story and vocabulary:**

- Hold the book. Call children’s attention to the title. Read: “Is The Mouse Afraid?”
- Ask children to predict which animals will be in the story.
- Show the back cover and read the copy. Ask children to predict whether or not the mouse will be afraid of anything.
- 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.

**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: the, is, of, the, like
- The book contains one sentence per page that follows the pattern, "The \_\_\_\_ is afraid of the \_\_\_\_" with repeating vocabulary. The last two pages are different.
- The title contains a question mark.
- The last page contains an exclamation point.

### Reading the Book

#### 1. Set a purpose by telling children to read the book to find out if mouse is afraid of any animals.

#### 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's happening.

### After the First Reading

**1. Have children confirm their predictions and talk about whether the mouse was afraid of anything.**

**2. Ask questions like:**

- What made the mouse afraid? Why do you think the mouse was afraid of the snake?
- What made the snake afraid? Why? What about the owl and tiger?
- What made the elephant afraid? Why was this surprising?
- Why might the elephant be afraid of a mouse?
- What clues do you see that tell you the animals are scared?

### 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:** Match pictures of the animals in the story to word cards. Talk about the letters and sounds in each word that help students

read them. Add additional animal pictures and words to match.

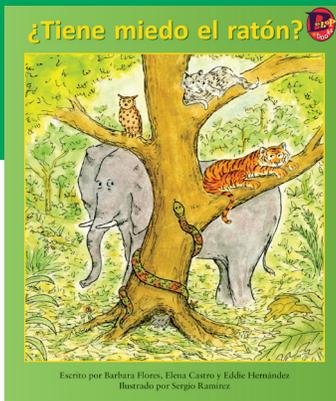
Have children use sticky notes to add speech and thought bubbles to the story. For instance, they could add speech bubbles to make the snake say, "Yum, that mouse looks good!" or make the owl say, "Ah! That wolf looks hungry!"

Have children turn the book into a short performance, reading the text and taking turns acting out the events with stuffed animals, puppets, or by making simple masks. Also make the materials available for open-ended pretend play.

**Mathematics:** Have children survey peers and school adults about whether they are afraid of mice or not. Ask them to represent their findings in different ways.

**Science:** Learn about food chains in various habitats by reading nonfiction books or viewing websites or online videos. Talk about why animals might be afraid of other animals higher on the food chain and what they might do to protect themselves.

**Art:** Brainstorm other funny examples of one thing being afraid of another. Have children create illustrations depicting the examples and add text that mimics the book text.



Guided Reading with

## ¿TIENE MIEDO EL RATÓN?

Guided Reading Level: C  
DRA Level: 3  
Intervention Level: 3

Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

**Noun Support:** The following animals are listed in the story: el ratón, la víbora, el búho, el lobo, el tigre, el elefante

Print the illustrations from the story and the animal names on word cards. Have students match the animal word cards to their corresponding illustration.

**Verb Support:** Provide students with sentence frames that are from the story, but then have them fill in different animals or objects before and after the verb, e.g.: \_\_\_\_\_ le tiene miedo \_\_\_\_\_. Students can use animals from the story or from their everyday lives.

For students engaging with both English and Spanish texts, have students there are exclamatory statements on the first and last pages. 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 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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