

Guided Reading with

COLD AND HOT

Guided Reading: A

DRA: 2

Intervention: 1

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illustrated by Anna Rich

Overview: An African American boy's family lovingly piles so much clothing on him that he quickly goes from feeling cold to feeling hot.

8 pages, 24 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- one-to-one matching
- using the picture clues
- reading a patterned sentence

Supportive Text Features:

- familiar words and concept
- patterned sentence
- strong picture/text match

High-frequency Words:

on, your

National Standards:

SOCIAL STUDIES: Families

SCIENCE: Bodies and Senses

MATH: Comparing/Classifying/
Measuring

ELL/ESL:

Frío y calor

See back page

Getting Ready to Read

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

- Tell me how children get ready to go out and play in the snow.
- Tell me some things children wear when it is cold.
- What clothes might a child wear to go outside when it is wintertime?

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

- Hold the book, calling children's attention to the title. Read: "Cold and Hot."
- Ask them to predict what they would expect to see the boy doing.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them what this boy put on to go outside.

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.



4. Be aware of the following text features:

- The book contains familiar words: coat, hat, scarf, mittens, boots.
- There is a patterned sentence: "Put on your boots."
- Only one word changes on each page.
- The first and last sentences are different: "I'm cold!" and "I'm hot!"

Reading the Book

1. Set a purpose by telling children to read the book and find out what the boy put on when he was going outside to play.

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 they say match the printed words in the book? (voice to print match)
- Do they 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 up 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 the individual letter sounds /c/ - /o/ - /a/ - /t/ 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 sound 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 looking at the picture to make sense of the print." Encourage children to take a guess or use the beginning letter sound.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using the beginning sound.
- Model how to reread the sentence if it doesn't sound right or make sense.
- Call attention to the high-frequency words children have learned and used.

After the First Reading

1. Have children confirm their predictions about the boy and the clothes he wears.

2. Ask children to explain why the boy says "I'm cold!" at the beginning of the story but "I'm hot!" at the end of the story.

3. Discuss how the boy starts out saying he is cold and then at the end says he is hot. Use this discussion to introduce the concept of cause and effect.



4. Reflect on what would have happened if the boy had gone outside without all the extra clothes. Ask: “Which of the clothes were essential? Which clothes are needed on very cold days and which would be enough for a chilly day?”

5. Discuss other times when someone might first feel cold and then hot. Also, brainstorm some times when someone might first feel hot and then cold.

6. Make a set of directions for getting ready to go outside to play in the snow. Turn the directions into a poster or a note from mom using modeled writing.

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: Give children pictures of clothing and have them sort the pictures into two piles: clothes for warm weather and clothes for cold weather.

Art: Give children paper dolls and have them cut out winter clothes for the doll. When the doll is finished it will be dressed for going out to play in the snow. Children can design and cut their own clothes or use templates for tracing.

Art: Have children look through magazines and cut out pictures of people engaging in winter activities. Use the pictures to create a collage that represents wintertime or cold weather activities.

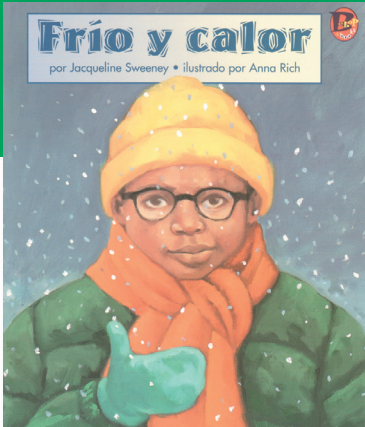
Science: Use a map and books about climate to explore where children would have snow to play in during the winter.

Science: Work with beakers of water at different temperatures. Have children touch each one and decide if it feels hot or cold. Use a thermometer to check the temperature of each sample. Put the beakers in order by temperature and have children touch each one and talk about how the water feels as it changes temperature from low to higher. Reflect on where one would see cold water, warm water, and hot water. Brainstorm other words that describe temperature, i.e. chilly, just right, steaming, boiling, freezing, etc.

Math: Make a graph that illustrates what children are wearing. Then decide if the day is a hot, cold, warm, just right, or freezing day.

Math: Make pairs of mittens and count by twos.

Writing: Have children write stories about a time they had too many clothes on and were uncomfortable. Encourage them to tell what changed as they got warmer.



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

Guided Reading with **FRÍO Y CALOR**

The Spanish edition also uses a patterned sentence and familiar words: **abrigo, gorro, bufanda, mitones, botas**. Because many children speak dialects or may mix Spanish and English, it will be important to address the names for the clothing during the introduction. Help children understand that “book language” does not always match the words we use every day.

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.

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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Guided Reading Guided reading levels were assigned by literacy experts and certified Intervention 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 Intervention 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.® Intervention 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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