

Guided Reading with

MANY BEANS

Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

by Barbara Flores, Elena Castro, and
Eddie Hernandez

illustrated by Mary Ramirez-Greene

Page number: 8, Word Count: 76

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
- attend to commas and periods

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:

here, are, the, we, our, to, for, all

Phonics

- consonant digraph: sh
- vowel sounds: long vs. short a, e

National Standards:

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

ELL/ESL

Muchos frijoles See back page

Overview: A group of children use dried beans to make instruments for a school concert.

Getting Ready to Read

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

- How are beans usually used? Have you seen dried beans? Describe how they look and feel. What colors can beans be?
- What would happen if you put dried beans in a container and shook them?

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

- Hold the book. Call children's attention to the title. Read: "Many Beans."
- Ask children to predict what the children in the book might do with beans.
- Show the back cover and read the copy. Ask children how the kids in the book might use beans to make instruments.
- 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: here, are, the, we, our, to, for, all. It also includes the color words: red, green, black, white, brown, yellow.
- The pages contain patterned text reading, “Here are the [color] beans. Shake, shake, shake the [color] beans.” The last page is different.
- The last page contains two sentences across three lines.

Reading the Book

1. Set a purpose by telling children to read the book to find out how the children make instruments with beans.

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?
- Do they attend to the commas and sentence breaks?
- 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.



After the First Reading

1. Have children confirm their predictions and talk about how the students made instruments.
2. Ask questions like:
 - What color beans did the students use?
 - What did the students do with the beans?
 - What class do you think they were taking where they got to use beans in a concert? What clues in the picture make you think so?
 - Why do you think they used many different kinds of beans? How do you think this changed the sounds they made?
 - How did the story end?
 - What other materials could you shake to use in music?

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: Sort picture cards for words with long and short vowel sounds, starting with words from the book (e.g., black vs. shake, red vs. bean.) Talk about how trying both the long and short vowel sound is one strategy for figuring out an unknown word.

Write a chart describing, "How to Make Bean Shakers," referring to the text and illustrations for information and spelling help.

Have children read other books that include color words, such as *My Mom is a Painter* (<https://www.leeandlow.com/books/mom-is-a-painter>) or *Fish Print* (<https://www.leeandlow.com/books/fish-print>). Make connections between texts.

Mathematics: Provide children with piles of mixed beans to sort by color and count. Use them to represent addition number sentences (e.g., 5 red beans + 6 green beans = 11 beans).

Science: Have children study various types of beans, drawing them and describing their colors, shapes, sizes, textures, etc. If possible, also compare dried beans to cooked beans and talk about what might cause the differences.

Have children bring in some dried beans from home to compare in class. Put them in plastic food storage containers with lids. Students should predict what the different beans will sound like—similar, different, deep, soft, like rain, and so on. Then have children take turns shaking the beans to see if different beans make different sounds.

Social Studies: Learn more about how various cultures make and use maracas and other shaken instruments by reading nonfiction books or viewing websites or online videos. Compile information learned on a class chart.

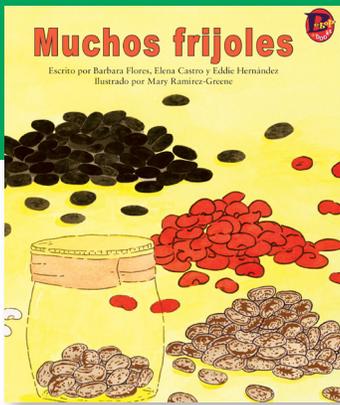
Art: Use "many beans" to create something else! For instance, have children glue different colored beans to cardboard to make mosaic artwork.

Music: Have children make bean shakers like the children in the story. Experiment with different ways to use them to create music together.

Compare the sounds of beans when shaken in different types of containers (e.g., glass, plastic, metal, cardboard.) Incorporate these variations into your "music."



BEBOP CLASSROOM CONNECTION



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

Guided Reading with

MUCHOS FRIJOLES

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 colors are listed in the story: los frijoles rojos, los frijoles verdes, los frijoles negros, los frijoles blancos, los frijoles cafés, los frijoles amarillos

Print the illustrations from the story and the different colors of the beans on word cards. Have students match the word cards with the numbers with the corresponding illustration.

Verb Support: Have students experiment with different tenses in the sentence. Ask students: how would you say, “I move the red beans?” (Yo muevo los frijoles rojos). What about: “You move the red beans?” (Tú mueves los frijoles rojos). Have students use different examples for the different colored beans to work on proper sentence structure and noun-verb agreements.

For students engaging with both English and Spanish texts, let students know 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.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



For more information about Bebop Books, please contact:

Abraham Barretto, Vice President of Educational Sales Bebop Books

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com