

Guided Reading with

THE FIVE BROTHERS

Guided Reading Level: H

DRA Level: 14

Intervention Level: 13

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by Michael Ramirez

Page number: 16 , Word Count: 141

Genre: Fiction

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- recognize previously solved words when encountered again later in the text
- maintain comprehension over more text episodes

Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- predictable sequential text structure
- most vocabulary is familiar, with some more varied word choices and literary language

High-frequency Words:

and, on, a, of, is, he, when, it, is, the, to, in, by, for, an, their, too

Phonics

- r-controlled vowels: ar, or

National Standards:

- RF.1.1, RF.1.3 , RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Los cinco hermanos

See back page

Overview: Five brothers live on a farm. Read to find out what each of them does there.

Getting Ready to Read

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

- What kind of jobs are there to do on a farm? How might a farming family share the work?
- Do you have any brothers or sisters? What words could you use to describe them?

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

- Hold the book. Call children's attention to the title. Read: *The Five Brothers*. Talk about the title and what it might mean.
- Ask children to use the title and picture on the cover to make predictions about the people shown in the picture. Who are they? What do students notice about them?
- Show the back cover and read the copy. Ask children to predict what each brother might do on the farm.
- Have children suggest 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 brother is 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 for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: and, on, a, of, is, he, when, it, is, the, to, in, by, for, an, their, too.
- The text describes each of five brothers as “very _____” and gives an example of something each brother does to help grow and sell corn.
- Vocabulary that might be unfamiliar to students includes: honest, “good price,” “equal amount”

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and

eager to read. This is a time to build fluency and independence.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what each brother does on the farm.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?



- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

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

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.

- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what each brother did on the farm.

2. Ask questions like:

- What does this family have on its farm?
- How did the authors describe each brother? What examples did they give to show how the brothers were smart, quick, honest, strong, and funny?
- What do you think makes the brothers able to work well together?
- What’s good about working together with people who are different than you? Is it ever challenging?
- When you work in a group, do you prefer when everyone has their own special jobs, or do you like to work together a different way? Why?
- Although this is a made up story, do you think a person can be more than just one thing? Can someone be smart and funny? Smart and strong?



Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Use words from the text to discuss the r-controlled vowel sounds "or" (corn) and "ar" (farm, smart, market). Sort additional picture cards (e.g., horn, fork, storm, dark, barn, yard) into appropriate groups and use shared or interactive writing to try spelling some of the words.

Have children use sticky notes to add speech bubbles to the illustrations, imagining what each brother might say that would reflect his character description.

Have children turn the book into a short performance, reading aloud the description of each brother and acting out the actions described, adding additional dialogue that relates to the text.

List the character descriptions from the book on a chart and talk in more detail about what each word means. Brainstorm additional words to describe characters. Have children write about their own family members by choosing relevant adjectives and giving examples.

Use sample sentences from the text and additional examples to explore the homophones to/two/too or their/there/they're.

Read another story about a boy and his brothers on a farm- *The Harvest Birds / Los pájaros de la cosecha* (leeandlow.com/books/the-harvest-birds-los-pajaros-de-la-cosecha). Compare the stories and their messages.

Mathematics: Talk about how the fourth brother gives an "equal amount" of money to each brother after selling the corn. Brainstorm examples of how he may have done this (e.g., "If they sold five dollars worth of corn, how much money would each brother get?") Have students practice sharing amounts of money equally among multiple people.

Science: Read a nonfiction book or consult online resources to learn more about growing corn. Make connections to the text and discuss in more detail the each brother's contributions to the growing process.

Social Studies: Read other books about farm life. Make connections to the book. Discuss other types of family farms and how families might collaborate to work on them.

Art: Have children paint or draw portrait of themselves or family members, including details that give information about the person shown. Add descriptive words, using those in the book as examples.



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Guided Reading with **LOS CINCO HERMANOS**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Adjective Support: The following adjectives are used to describe the different brothers: sabio, rápido, fuerte, honesto, gracioso

Print the illustrations from the story without the text. Then, print the adjectives on word cards. Have students match the corresponding adjective word cards with the appropriate illustration.

Verb Support: The five brothers perform the following actions: **sabe** cuándo es la época de plantar el maíz; **lleva** toda la cosecha de maíz al mercado solo; **vende** toda la cosecha de maíz por un buen precio; **canta y baila** en el campo

Print the verbs and their phrases on word cards. Then, present students with the illustrations from the story (without the text) and have students match the words and their phrases to the appropriate picture.

Afterwards, remove the illustrations and have students match the adjective word cards from the Noun Support section with the appropriate brothers' actions.

If children have difficulty with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

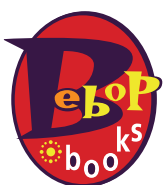
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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com