



Guided Reading with

THE SHORT VOWELS

Guided Reading Level: G

DRA Level: 12

Intervention Level: 11

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Page number: 8, Word Count: 115

Genre: Nonfiction

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- read with fluency and stamina

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- text includes rhyming words
- text includes some repetitive language

High-frequency Words:

the, are, what, does, for, when, I, is, and, at, me

Phonics

- vowel sounds: short a, e, i, o, u

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

Las vocales

See back page

Overview: Discover some of the words you can read when you know the vowel sounds.

Getting Ready to Read

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

- Which letters are the vowels?
- What do you know about vowels? What's special about them?

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

- Hold the book. Call children's attention to the title. Read: *The Short Vowels*.
- Show the back cover and read the copy. Talk about an example of a word beginning with each short vowel.
- 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 they see in each picture that begins with the short vowel sounds.

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 of the unknown



word. Have them read on and return to the word after completing the sentence.

- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: the, are, what, does, for, when, I, is, and, at, me
- Each page introduces one of the short vowel sounds and lists three words that begin with that sound.

Reading the Book

1. Set a purpose by telling children to read the book to find out what sounds the short vowels make and what words have those sounds.

2. Have children read the first few pages silently. 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 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, 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 or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

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 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.
- 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 ideas presented.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about what sounds the short vowels make and what words in the book began with each sound.

2. Ask questions like:

- Who is telling the story? How do you know?
- What sound does [short a] make? What words began with the [short a] sound?
- Which short vowel sound is the hardest for you to remember? Do you have any tricks for remembering it?
- On page 5, the letter “i” is lower case but “I” is uppercase. Why do you think that is?
- Why do you think the authors chose to write about short vowel sounds and words?
- Why do you think the authors want to share this information with young people?

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.

Cross-Curricular Activities

Language: Have each child choose 1-2 vowels about which to make a poster, including the words from the book and others if desired. Use the posters as demonstration tools while turning the book into a short performance.

Play short vowel picture bingo with the words from this book and other examples.

Have children sort pictures based on short vowel initial or medial sounds, or by examples and non-examples (e.g., “words that start with short o and words that don’t.”)

Have children create a short video to teach other children about the short vowel sounds, using the book as inspiration. Possible formats include a “newscast” or “interviews” with each vowel.

Work together to write a similar book introducing long vowel sounds.

Art: Have children work together to create an “I Spy” mural incorporating various short vowel words. Invite the rest of the class to hunt for items that begin with each short vowel sound.

Music: Invite children to create rhythms with the short vowel sounds (“ah ah ah, ah ah ah ah,” etc.) and combine them to create a “short vowel band.”

Physical Education: Play short vowel Simon Says by asking children to perform various short vowel-related actions and note which vowel sound they reference (e.g., “Simon says chomp like an alligator” or “Simon says make an unhappy face.”)



Guided Reading with **LAS VOCALES**

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.

Guided Reading Level: F
DRA Level: 10
Intervention Level: 9

Noun & Phonics Support: The following vowels are listed in the story: A, E, I, O, U

Print the vowels on different word cards and arrange them in different columns so that students can sort the words from the story underneath.

The following words are provided for the vowel, A- avión, abrigo, abeja

The following words are provided for the vowel, E- elefante, estrella, estufa

The following words are provided for the vowel, I- iguana, imán, iglesia

The following words are provided for the vowel, O- ojos, oso, oreja

The following words are provided for the vowel, U- uvas, unicornio, urraca

Print the illustrations from the story (without the text). Then, write all of the words from the story on individual cards. First, have students match the words from the story to their corresponding image from the illustrations. Then, take the illustrations away and mix up all of the word cards. Have students sort the appropriate word underneath the different vowel columns and say the word out loud as they do so to emphasize letter-sound correspondence.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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.

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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.

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