

32 pages, 533 words + map activity

Genre:

Realistic Fiction

Concepts of Print and Reading Strategies:

Strategies:

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

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some more varied word choices
- varied sentence lengths and formats

High-frequency Words:

we, can, said, play, on, the, is, I, go, to, that, like, but, you, my, me, at, his, will, here, come, also, new, there, get, then, they, was, are, be, have, all, saw, look, sit, her, both, off

Phonics:

- Review long vowel patterns (silent e, vowel digraphs ee, ai)

Standards:

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

Guided Reading with

FOLLOW THAT MAP!

Guided Reading: I

DRA: 16

written by Sheri Tan

illustrated by Shirley Ng-Benitez

Overview: Pablo and his friends want to go to Coney Island. They'll need to figure out how to get there from their neighborhood. Good thing Pablo has his trusty maps to help them find their way.

Getting Ready to Read

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

- How are maps useful? What kinds maps have you seen?
- How could you use a map to plan a trip?
- How might you travel on a route you planned on a map? (E.g., walk, drive, ride, etc.)

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

- Call children's attention to the title: *Follow That Map!*
- Ask children to use the title and picture on the cover to predict what the characters in the book will do.
- Show the back cover and read the copy. Ask children to share what they know about Coney Island. If needed, explain that it's a real area of Brooklyn with an amusement park and beach. Ask children to predict how the children might get to Coney Island.
- Preview the table of contents. Have children suggest some words they might read in the book.
- Preview the title page and introduce the names of the characters.
- Give children the book and have them look at the pictures.
- Ask them to tell what they see the characters doing as they turn each page.



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 that you don’t know?”
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read continued reading beyond an unfamiliar word in order to use the context of the story 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:

- Books in the Confetti Kids series (<https://www.leeandlow.com/collections/confetti-kids-series-collection>) follow friends Lily, Padma, Pablo, Henry, and Mei on their imaginative adventures throughout the city.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- Content-specific vocabulary words and phrases include: Coney Island, bumper cars, ring toss, subway, bus stop, subway station, “follow a map,” public garden, rides
- The story is divided into three brief chapters. Each chapter includes a mix of short and medium-length descriptive sentences, and dialogue assigned with the word “said.” Each illustrated page includes 3-6 lines of text.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.

- There are different number of sentences on each page; many sentences require a return sweep.
- The pictures enhance the story, but most of the story is told in the text.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes 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 as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read the book to find out about how the friends use maps to get to Coney Island.

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 on comprehension with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, re-reading, turning back to 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 showing signs of understanding the story?
- 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?
- How are they dealing with conversations in the text
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Are they drawing conclusions and making 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- 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.
- Model how to use the repeating patterns in the text to solve words and read fluently
- Ask children to pause at the end of a chapter to recall events and check comprehension.

After the First Reading

1. Have children confirm their predictions and talk about how the children used maps to reach Coney Island.

2. Ask questions like:

- What kinds of maps did Pablo use to plan their route to Coney Island? What different



parts did the route have?

- How do Pablo and his friends celebrate the end of summer? What do you like to do with your friends or family before school starts again?
- Why is a place like Coney Island a good choice for everyone? What do Pablo's friends want to do there?
- Were Pablo's maps "trustworthy," like the summary said? Why or why not?
- Why did Pablo ask his dad to take him and his friends to Coney Island? When should you ask for a parent or caregiver for help and permission?
- What was Pablo worried about?
- How did the other kids feel about the long trip? Give examples from the book to explain what you think.
- What does this story show you about the characters? (Pablo, his friends, and his dad?)
- Why is being able to follow a map a good skill to have?
- How are the bus and subway similar? How are they different? What were Pablo and his friends able to see on the bus?
- Why did Pablo and Henry give up their seat when a person got on the bus?
- Why did Pablo and his friends have to take the bus and the subway? Why didn't they just take one mode of transit? What would have happened if they only took the bus?
- What is special about the last map Pablo has?

Second Reading

1. Have children reread the book silently, in a whisper voice, 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 Arts: Have students work in small groups to act out various scenes from the story, reading the dialogue provided and having one student act as the narrator.

Have students write 1-2 summary sentences of each chapter on post-it notes. Have them read the notes to retell the story. Or, ask students to use the "Somebody/wanted/but/so/then" framework to practice summarizing the story.

Talk about how the story was told from Pablo's point of view. Find examples of statements that reflect his point of view. Imagine how the story might have sounded different if told from the point of view of one of the other characters.

Read other books in the Confetti Kids series (<https://www.leeandlow.com/collections/confetti-kids-series-collection>). Make connections between texts, especially related to gathering knowledge about each individual character.

Have students read or read aloud other books that describe a travel route, such as *When This World Was New*. Sketch maps of the characters' routes as a way to help summarize the story content. Make connections between texts.



Read the other Confetti Kids story featuring Pablo: *Want to Play* (<https://www.leeandlow.com/books/want-to-play>). Encourage students to compare how Pablo is similar and different in the story. Do a character analysis of Pablo in each story noting his feelings, thoughts, dialogue, actions, and character traits. How does he change from the beginning to the end of each story? How would you describe him to someone?

Mathematics: Have children sort the mode of transit (walking, subway, bus) in the story by fastest to slowest, cheapest to most expensive, quietest to noisiest, and so on.

Have children share the typical way they get to school: walking, carpool or car, public or school bus, subway, bike, commuter train, and so on. Record children's answers on the whiteboard or a chart. Make a bar graph showing children's answers. Discuss which way is the most popular.

Social Studies: Adapt the activity in the back of the book about making a map of your neighborhood for classroom use. Have students make maps of their own neighborhoods, your school building, or the neighborhood surrounding your school. If possible, have students plan a route and test it out.

View an actual park map of Luna Park at Coney Island (<https://lunaparknyc.com/park-map/>). Talk about the rides the characters might enjoy. Discuss how the park map is similar and different to the maps shown in the story illustrations.

Explore the modes of transportation available in the students' community. Invite visitors who use these different kinds of transportation to talk to children about their experiences. Look at or create a map of the school's neighborhood. Draw where the nearest bus stop is, carpool lane, parking lot, and walking entrances to the school.

If your school is in an area that includes public transportation, look at a public transportation map as a group. Practice planning a route

to a location familiar to students. Discuss what can be challenging about using public transportation, and relate it back to the story (e.g., keeping track of number of stops, switching modes or lines, being patient).

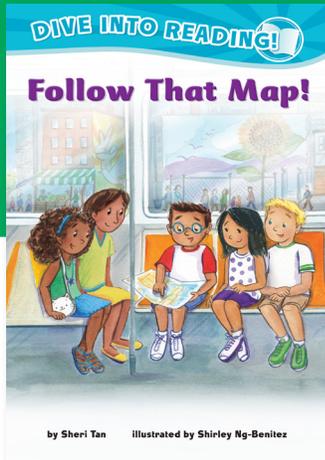
Show students the fire escape plan map for your school with your classroom escape route marked. Find other landmarks on the map and escape routes from other locations. Talk about how maps can be useful for both enjoyment and safety.

Revisit the story to look for examples of how characters were kind and list them on a chart. Brainstorm other ways to be kind when out on an adventure in public.

Art: Invite students to draw imaginary maps of amusement parks or fantasy travel routes. Ask them to add labels or write out a particular route.

Provide old maps for students to cut up and create collage art. Invite them to notice different features on the maps.

Physical Education: Create routes for children to follow on the floor with masking tape, cones, etc. Ask children to move at different speeds along different parts of the routes ("Walk slowly," "Run like you're about to miss the bus," "Go slow like you're on a bumpy bus stuck in traffic," "Zoom like you're on a subway... screeeeech to a stop," etc.)



English Language Learner Activities With

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The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.

3. Depending on children's level of English proficiency, after the second reading:

- Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
- Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.

4. Have children give a short talk about what they admire about Pablo or traveling with his friends. Alternatively, students can describe what they like to do with their family or friends over the summer.

5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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