

Guided Reading with

The Coquí

Guided Reading Level: I
DRA Level: 16

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

Overview: Read this book about the coquí, a tiny tree frog, to find out what makes it famous.

8 pages, 160 words

Genre: Fiction

Focus: 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, including content-specific vocabulary, 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
- use context to understand unfamiliar vocabulary

Supportive Text Features:

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

High-frequency words:

- *the, is, a, but, its, and, at, I, like, to, of, from, they, for, it, in*

Phonics:

- vowel digraph ee

Common Core 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

El coquí

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Getting Ready to Read

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

- Do you have a favorite animal found in nature (not a pet?) Why do you like it?
- What are some animals people like because of the sound they make? Why are those sounds appealing?
- What are animals called that are awake at night? What might a nocturnal animal do at night?

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

- Hold the book. Call children's attention to the title. Read: "*The Coquí.*" Point out that coquí is a Spanish name and clarify how to pronounce it if needed (ko-kee).
- Ask children to use the title and picture on the cover to predict what the coquí is.
- Show the back cover and read the copy. Ask children to predict what makes the coquí famous.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to say what information the each page might share.

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, including the, is, a, but its and that, I, like, to, of, from, they, for, it, in
- Content-specific vocabulary words include: dusk, dawn, chorus, famous, nickname, native, Puerto Rico, United States
- Most of the book is written in verse, with italicized onomatopoeia for the frog's song. The final page provides more direct information about coquí frogs.

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 why the coquí frog is famous.

2. Have children read the book 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 book about?" or "Tell me how the book 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 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.
- 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 information presented in the book.
- Model how to revisit the text to find specific examples or ideas in the book.
- Model how to use the repeating patterns in the text to solve words and read fluently

After the First Reading

1. **Have children confirm their predictions and talk about the information the book shares about the coquí.**
2. **Ask questions like:**
 - What is a coquí? How does the girl in the book describe one?
 - When do the frogs sing? How does one sound? How do many sound?
 - Why do you think the frogs sing? Why do you think they sing at night? What other animals come out at night?
 - If the coquí is active at night, what is it likely doing in the day?
 - Do you think it is safer for the coquí to come out at night? Why or why not?
 - Where do the frogs live?
 - Why is the frog called the "coquí?"
 - What else are you wondering about these frogs?
 - Do you typically fall asleep to certain sounds (music, train, ocean waves, television) or do you prefer a quiet space for sleeping?

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: Have students make small coquí puppets. Have them take turns reading the story as the girl/narrator and performing the “song” as one frog or a chorus.

Study the vowel digraph ee using the examples in the book (sweet, asleep, sleep, tree) as a starting point. Practicing reading and writing words with ee in sentences.

Read other books about coquí, such as the *Rafi and Rosi* series (<https://www.leeandlow.com/collections/rafi-and-rosi-dual-language-collection>). Make connections between texts.

Read other books about Puerto Rico, such as *Parrots Over Puerto Rico* (<https://www.leeandlow.com/books/parrots-over-puerto-rico>). Make connections between texts.

Mathematics: Share with students information about the size of the coquí (around one to two inches long.) Use measurement tools (ruler, tape measure) to find items around the classroom that are comparable in size.

Science: Read nonfiction books or view online videos or web content to learn more about the coquí tree frog or frogs in general, perhaps brainstorming specific research questions to explore (e.g. “Do all frogs sing?”) Compile information gathered on a chart. On researching the coquí, challenge students to determine why the frogs sing and why they sing at night.

Based on this text and additional books students read about the coquí, challenge students to argue

whether the coquí would survive and thrive in their community. Is where they live the right temperature for the coquí? Could the coquí find the right food it needs? And so on.

Revisit the section of the text that explains that the coquí is native to Puerto Rico but now also found in other locations. Learn about citizen science efforts to collect data on frog habitats, such as the FrogWatch USA program.

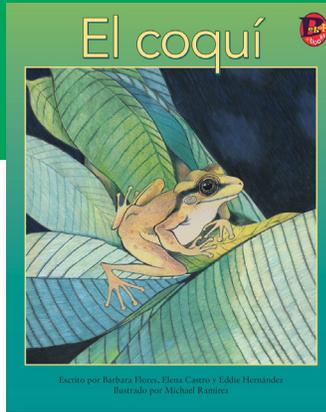
Look up what frog (or toad) species is native to where you and your students live. Have students research this species and create a Venn diagram with it and the coquí.

Social Studies: Use a map or globe to locate Puerto Rico. How far is Puerto Rico from where the students’ school is? Also locate some of the other areas where these frogs have spread, such as the Dominican Republic, Costa Rica, Hawaii, Florida and California.

Learn more about Puerto Rico. Brainstorm categories of information to seek out (e.g., animals, climate, people, etc.) and have students view online content and write facts on sticky notes to place on a group chart.

Art: Use the illustrations from the book to inspire students to create a nighttime nature scene mural. Use cut paper collage to add details like the moon, frogs, plants, and other animals.

Music: Listen to a recording of the coquí’s song. Have students brainstorm words to describe it. Have them rate how much they enjoy it on a scale of 1-10. Listen to other animal songs and sounds and compare them using the same framework.



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Guided Reading with **El coquí**

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

Photocopy the text from the story and present students with a highlighter in a bright color. Have students read through the text and focus on all of the different ways that the young girl describes the coquí's song, which could be adjectives or similes.

These are the descriptor words that students should be looking for: muy suave; dulce (x4); tan lindo; parece una orquesta; tan bonito

Students can explain their thinking about why these words were used to describe the coquí's song.

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.

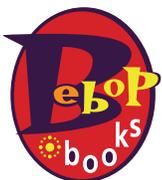
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