

Guided Reading with

## Rafi and Rosi Music!

*Guided Reading Level: K*

*DRA Level: 20*

by Lulu Delacre

**Overview:** Join Rafi and Rosi Coquí as they learn about the music of Puerto Rico. It's time for some fiery *bomba*, *plena* blues, and hot, hot, *salsa*

64 pages, 1830 words + glossary + additional information

**Genre:** Informational 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, relying on a wider variety of spelling patterns
- look at each part or syllable of a longer word to read it
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- read a variety of words to assign dialogue and use them to read with expression
- use a glossary to support comprehension
- use context to understand unfamiliar vocabulary
- use text and illustrations to visualize story events
- maintain comprehension over more text episodes

**Supportive Text Features:**

- some details supported by illustrations
- vignette structure with repetition of main characters
- most vocabulary is familiar, with some literary language and content-specific words; many are defined in the glossary or within the text
- varied sentence lengths and formats
- pictures support and extend the story • contents page, chapter headings, and page numbers
- glossary and pronunciation guide
- additional background information

**High-frequency words:**

- *and, by, the, she, he, I, see, her, to, with, in, were, their, into, a, of, what, do, you, he, on, then, that, said, all, at, so, but, this, they*

**Phonics:**

- long e vowel digraphs "ea" and "ee"

**Common Core Standards:**

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

**ELL/ESL**

*Rafi y Rosi ¡Música!*

[See back page](#)

## Getting Ready to Read

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

- What are some ways to enjoy music? What are some different kinds of music?
- What would you expect to happen in a story about a brother and sister? What are some good things and bad things that often happen between siblings?

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

- Hold the book. Call children's attention to the title. Read: "*Rafi and Rosi Music!*"
- Ask children to use the title and picture on the cover to predict what will happen in the story.
- Show the back cover and read the copy. Share background knowledge and/or make predictions about what the italicized words might mean. Explain that a coquí is a type of frog found in Puerto Rico.
- Tell students that the book is about a brother and sister exploring and playing in Puerto Rico. Ask children to predict what might happen in the story and how Rafi and Rosi might feel about learning about the music of Puerto Rico.
- Explain that Rafi and Rosi are coquí, tree frogs, but they also act like children.
- Have children suggest some other words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to predict some of the story events, especially related to music.
- Show students the glossary and notice how Spanish words are italicized in the text. Practice looking for an unfamiliar



word from the text in the glossary together. Explain that sometimes, a word could also be explained within the text.

- Point out that the story is divided into chapters and explain or review the concept of chapters. Highlight the chapter headings, page numbers, and glossary.

### 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?”
- There are a few Spanish words in the English text. Help students find the glossary and pronunciation guide on page 4 and urge them to use the glossary for help with unfamiliar words.
- 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. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about words that would go with a story about Puerto Rico, music, or playing with siblings/a best friend and that begin with the letter of the unknown word. 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 a variety of high frequency words.
- The story is told in three chapters. The book contains a table of contents, chapter headings, a glossary and pronunciation guide, and additional background information at the end of the story.
- Vocabulary words that may be unfamiliar to students include: crowd, throbbing, beat, mango, perched, call-and-answer, strolled, bowed, challenges, exclaimed, drumbeats, rumbled, fire ant, frenzied, bellowed, puzzled, tradition, gourd, notches, shrugged, rhythm, stressing, rap, high-pitched, swelled, trickled, bragged, chorus, lead singer, chatter, mouth-watering, aroma, mussels, corn fritter. Additional Spanish words are included throughout the text in italics. Many are defined in the glossary.

- The story includes three vignettes about Rafi and Rosi. Each one centers around their experience with a different type of music.
- 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 numbers of sentences on each page; many sentences require a return sweep. Placement of text varies throughout the book.
- The story events are sequential and take place over an extended period of time.
- Several compound words and multisyllable words are used.
- Prefixes and suffixes are used.
- Words that should be read with special emphasis appear in all capital letters.
- Spanish words appear in italic type. The glossary on page 4 provides the pronunciation and meanings of the Spanish words and terms.
- Exclamation points are used to emphasize action responses.
- The illustrations support and extend the story, but most of the meaning is contained in the text.
- Pages 61–64 have additional background information to enhance the story.

**Guided Reading Note:** Children reading at level K are becoming more fluent, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children 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 what Rafi and Rosi learn about music in Puerto Rico.



**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 use multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self-correct?
- 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?
- How are they dealing with a longer, more complex story? Do they easily move from page to page? Are they reading more automatically and fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- 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.**

- If children are struggling while they read, suggest helpful strategies: “Try using the glossary for meaning and pronunciation, or look in the additional information section.” “Try looking at the illustration for help.”

- 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.
- Point out one of the compound words and explore how compounds are formed from two shorter words; review how multisyllable words are different from compound words.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Point out the words which appear in all capital letters for emphasis. Point out the Spanish words in the English story, which appear in italic type to indicate they are Spanish and can be found in the glossary.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Call attention to the use



of quotation marks, commas, exclamation points, ellipses, and question marks in dialogue. Talk about the use of quotation marks to indicate dialogue, and the role of commas and exclamation points as clues to reading with expression.

- 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 Rafi and Rosi learned about music in Puerto Rico.**

**2. Ask questions like those below.** Encourage students to provide evidence from the text to support their answers. You may wish to read and discuss each vignette individually.

### Chapter 1: "Fiery Bomba"

- What were Rafi and Rosi watching in Loiza?
- How did the bomba music and dancing work?
- What did Rosi wish? What happened when she danced?
- How did Rosi feel about what happened? What did Rafi say? How did his reaction change Rosi's feelings?

### Chapter 2: "Plena Blues"

- What did Rafi make? How did he do it? How did he feel when his instrument was done? How does a *güiro* work?
- What was Rafi's plan for playing his *güiro*?
- What did Rafi say when Rosi wanted to join him? How did Rosi react?
- What happened when Rafi played music outside the music store? What did Rosi do? What did Don Toño do? What happened next? What did you imagine when so many frogs made music together?
- What happened with Rafi's money can? What did he do and say?
- What do you think Rafi learned about Rosi from this experience? What do you think Rosi will remember most about this day? Why?

### Chapter 3: "Hot Salsa"

- What exciting mail did Rafi receive? What did he say? What did Rosi say?
- What did Rafi tell Rosi about *salsa* music? What did Rosi say?
- What was it like at Don Toño's house? What sounds, sights, and smells did you imagine as you read?
- What happened when Rosi repeated Rafi's story about *salsa*?
- How did Rosi react to finding out Rafi's story wasn't true? What did Rafi do? How did Rosi feel after that?

In general:

- What does this book teach us about music in Puerto Rico?
- What does this book teach us about siblings?
- Why do you think the author chooses to structure the story around chapters. How does each chapter relate to the others in the book?
- Encourage children to think about Rafi and Rosi's sibling relationship. Explore whether Rafi is a good role model for Rosi. Have children consider why Rafi and Rosi continue to play together even though Rafi often tries to trick Rosi.
- If you have read other *Rafi and Rosi* books in the series, compare the books.

## 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:** Review the vowel digraphs ea and ee. Have students look through the book to list examples of words with these spelling patterns. Brainstorm additional words. Practice reading and writing some of the words in context.

Revisit some of the dialogue in the book, noticing the different words for “said.” Practice reading some of the dialogue out loud with appropriate expression.

List the characters, setting, key details and ending for each vignette on a chart. Have students take turns retelling each story.

Watch this video about the creation of this book: <https://www.youtube.com/watch?v=xojHfI90cOc&w=420&h=237>.

Ask, “What did the author have to do to make sure her book included realistic details about Puerto Rican music?”

Read other books in the Rafi and Rosi series (<https://www.leeandlow.com/books/rafi-and-rosi>). Make connections between texts. Create an ongoing chart to describe Rafi and Rosi as characters.

Have students read, or read aloud, other books about Puerto Rico, such as *Parrots Over Puerto Rico* (<https://www.leeandlow.com/books/parrots-over-puerto-rico>) or *Get Set! Swim!* (<https://www.leeandlow.com/books/get-set-swim>).

Make connections between texts.

**Writing:** Encourage students to select one chapter from the book and write a journal entry about the event that occurred. Half the class may write about the event from the perspective of Rafi and the other half may write from the perspective of Rosi. Evaluate journal entries for comprehension of the story and informational accuracy.

Sometimes Rafi tricks Rosi. In a persuasive essay, ask children to argue whether Rosi should forgive Rafi. Should Rosi still play with Rafi? Alternatively, ask children to argue whether Rafi would make a good friend/sibling.

Have students pretend they are Rafi or Rosi and encourage them to write a letter to a friend who lives outside Puerto Rico. What does Rafi or Rosi share about music in Puerto Rico?

**Science:** Read nonfiction books or view online videos or web content to learn more about the coquí tree frog,

perhaps brainstorming specific research questions to explore. Discuss why the author may have chosen to use this animal as her characters.

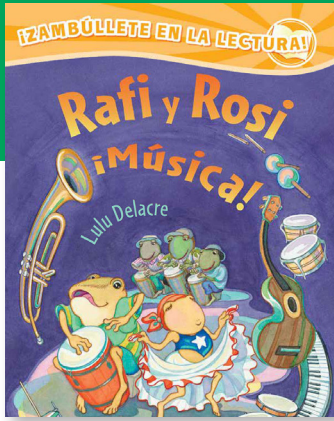
**Social Studies:** Locate Puerto Rico on a map. Learn more about the country’s climate and landscape. Relate this information to the book illustrations.

**Music:** Try out a back-and-forth dance and drum beat inspired by the description of *bomba* dancing. Give students the chance to be both the drummers and dancers.

Try a call-and-response song or chant. Give students the chance to be the caller and the responders.

Brainstorm the information that was shared and students’ questions about *bomba*, *plena* and *salsa* music. Read aloud the back matter and discuss the additional information shared. Listen to audio recordings or watch videos of each type of music being played.

Read aloud the directions in the back matter for making a *güiro*. If you are unable to complete the project as described at school, brainstorm with students other materials they could use to make their own version of a *güiro*.



Guided Reading Level: L  
DRA Level: 24

## Guided Reading with Rafi y Rosi ¡Música!

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.

Students can refer to the glossary in the front of the book prior to reading to become familiar with the new vocabulary that they'll read in the story, as well as the "¿Qué sabres sobre..." section in the back of the book for additional information about the music and musical elements in the story.

### Noun Support

The following instruments and musical elements are listed in the story and common to Puerto Rican music: güiro, pandero, punteador, requinto, seguidor, plena, primo, raspa, salsa, tambores de bomba, los tamborileros, una maraca, tamborilero, baile de bomba, bailadora, ritmo, toca-canta-baila, "Che Che Colé", las congas, las maracas, las trompetas

If possible, have students research Puerto Rican music online and then identify in videos or songs the different musical instruments and elements from the story. Ask students to recall how Rafi and Rosi used the particular instrument or musical element. The Welcome to Puerto Rico website has a page dedicated to the musical history of the islands for further research and information for students: <https://welcome.topuertorico.org/culture/music.shtml>

### Verb Support

The following action words/verbs may be unfamiliar to children. Some are specific to Puerto Rico, which are specified in the glossary: enfunchar, restregar, ensartar, enfatizar, redondear, desbordar, irrumpir, tarrear, alardear, escabullirse

Review the action words with students prior to the story and ask if students have used these words before. Students can come up with different sentences on their own, before and after the story, to review the verbs.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements and questions used throughout the story. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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.

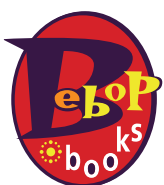
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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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**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](mailto:abarretto@leeandlow.com)