



Guided Reading with

Springtime

Guided Reading Level: H

DRA Level: 14

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

Overview: Read this book to learn about some of the changes in nature that occur during springtime.

8 pages, 83 words

Genre: Nonfiction

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 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 commas to support phrasing
- maintain comprehension over more text information
- think about the meaning of the text to read ideas not shown in the illustrations

Supportive Text Features:

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

High-frequency words:

- *is, one, of, the, it, come, and, in, for, to, from, they, their, because, what, do, you, see, here*

Phonics:

- compound words (springtime)

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

La primavera

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Getting Ready to Read

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

- What are the four seasons? Which one is your favorite? Why?
- What do you know about springtime?

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

- Hold the book. Call children's attention to the title. Read: "*Springtime.*"
- Ask children to use the title and picture on the cover to make predictions about what the book will say.
- Show the back cover and read the copy. Ask children to predict whether this book will be a story or an informational book. Ask them to predict what spring changes in nature the book will share.
- 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 notice what each one shows.

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: is, one, of, the, it, come, and, in, for, to, from, they, their, because, what, do you, see, here.
- Most pages begin with "In springtime..." and include two or three informational sentences about the same subtopic.
- Content-specific or potentially challenging vocabulary words include: season, bloom, "sip nectar," available.
- The text contains two compound words: springtime and butterflies.

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 it says about changes in nature that happen during springtime.

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. Check comprehension with a simple comment, such as: "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 record these observations.

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.
- 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 the springtime changes described in the text.

2. Ask questions like:

- How did this book define spring?
- What changes to plants did the book describe in spring?
- What changes about animals did the book describe in spring?

- What do the authors mean, “many birds return from their winter homes?” Why would birds return after winter? What has changed?
- What baby animals did you see on the last page? What do the authors mean “many animals have their babies because more food is available?” Why would that be important?
- How do you think these authors feel about spring? What makes you think that?
- Why do you think the authors wrote about spring instead of the other seasons?
- What else do you know about springtime that could be included in this text?
- Do you like the spring season? Why or why not? What can you look forward to each spring?

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: Summarize the information in the book by creating a list of “Spring Changes.” Practice going back to the text to find supporting evidence and/or additional information about each idea. Talk about how the illustrations give more information about some of the ideas.

Talk about how this book is an informational book, but does not include any specific informational text features. Brainstorm features that would be helpful to add, such as headings, labels, captions, or a glossary. Add them to one copy of the book using sticky notes of various sizes.

Talk about compound words, using “springtime” as an example. Write other compound word parts on cards and practice combining them appropriately, reading the compound words, and writing them in context.

Have each student choose a favorite season and write a similar text about the changes that happen in that season. Suggest the sentence starter “In [season], ...”

Create a list of springtime vocabulary and sort the words into logical categories (e.g., weather, plants, animals), starting with examples from the book.

Mathematics: Have students survey classmates about their favorite things about spring. Generate appropriate choices based on information in the book and background knowledge.

Science: Use other books or online sources to learn more about one of the topics in the book, such as butterflies or baby animals. Compile information learned into an appendix to add to the back of the book, or a collaborative companion text.

Break the class into three groups and assign each group one of the other seasons: summer, winter, and autumn. Provide both fiction and nonfiction books about the seasons for students to research. Students should work together to write and sketch important

facts about their season. Have each group present their findings to the class while students take notes about each season.

Social Studies: Have students investigate how communities and cultures celebrate the end of winter and start of spring both in the U.S. and around the world.

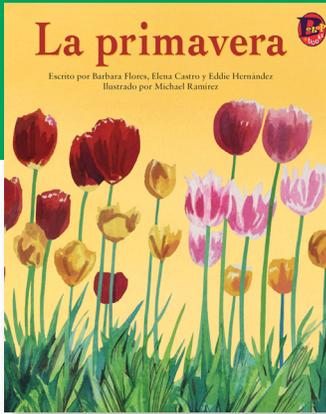
Have students compare the changes in our clothing from one season to the other. What types of clothing might we need for springtime? For example, raincoat and boots versus a swimsuit in summer. How do our clothes help us enjoy the season and stay safe?

Art: Have students use cut paper collage to create a springtime mural. Have them write sentences explaining seasonal changes using the information from the book as a guide and stick them to the mural to accompany the artwork. (E.g., “The weather gets warm” stuck near the sun.)

Have students create spring watercolor paintings. Have students share their work with a partner or the whole group and describe which spring changes their paintings show.

Writing: Have students describe what they love to do in springtime. What is happening in school at that time of year? What holidays do they look forward to? Why?

Music: Play a classical music piece that evokes feelings of springtime. (Search “springtime classical music” online for ideas.) Ask students to write or draw on mini dry erase boards what spring changes they envision at different points in the music, such as chirping birds, fluttering butterflies, or blooming flowers.



Guided Reading with **La primavera**

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.

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Noun Support

The following objects associated with spring are listed in the story: plantas preciosas, las flores, las mariposas, pajaritos, muchos animals

Print the names of the objects on individual index word cards. Cover the text from the story and have students match the nouns with their corresponding illustration.

Verb Support

Photocopy the text from the story and white out the places where the verbs are. Print the names of the verbs from the story on individual strips of paper and have students place them in their appropriate spot in the story. The verbs from the story are provided here: es; viene; crecen; brotan; vuelen; tomen; vuelan; regresan; pían; cantan; tienen

For students engaging with both English and Spanish texts, have students note that there is a question on the last page. In Spanish, the question marks 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.

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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