

Guided Reading with

Andrés The Fish

Guided Reading Level: F

DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by John Martinez

Overview: Freddy the octopus chased Andrés the fish. Read this book to find out what happened.

8 pages, 79 words

Genre: Fiction

Focus: 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
- adjust voice when reading sentences ending in exclamation marks
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- punctuation supports comprehension (e.g., exclamation marks)

High-frequency words:

- *the, was, in, saw, and, to, him, some, a, of, all*

Phonics:

- Initial consonant blend sw-
- "-ed" verb ending

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7

ELL/ESL

El pececito Andrés

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Getting Ready to Read

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

- What animals live in the ocean?
- What other things might you see in the ocean that aren't animals?
- What happens in a game of chase?
- What do you know about fish? What do you know about octopus?

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

- Hold the book. Call children's attention to the title. Read: "*Andrés the Fish.*"
- Ask children to predict what might the story might be about.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story, especially words related to the ocean. Have them predict what will happen when Freddy the octopus chases Andrés the fish.
- Look at the title page.
- Give children the book and have them look at the pictures. Ask them to notice what each picture



shows. Introduce potentially unfamiliar content-specific vocabulary as needed.

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 to check against the letter sounds.

4. Be aware of the following text features:

- The book contains familiar words: the, was, in, saw, and, to, him, some, a, of, all
- It also contains the content-specific vocabulary words: sea, octopus, coral, seaweed, and “sunken boat.”
- Most pages describe an ocean item around which Freddy chased Andrés. There is some repetitive phrasing.

Reading the Book

1. Set a purpose by telling children to read the book to find out what happens when Freddy the octopus chases Andrés the fish.

2. Have children read quietly, but out loud. 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:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- 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.
- 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 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.

After the First Reading

1. Have children confirm their predictions and talk about what happened when Freddy chased Andrés.

2. Ask questions like:

- How did the chasing start?
- Where did Freddy chase Andrés?
- Why do you think Freddy wanted to chase Andrés?
- How did the chase game end?
- What do you think Andrés was thinking during the chase game? Why?
- How is Andrés able to avoid being captured by Freddy? How does he use the environment to his advantage?
- Do you think the chasing in this book was a game or not? What makes a game of chase fun? What’s important to think about to keep everyone safe and happy?
- What do you think would happen if Freddy captured Andrés?
- The next time Freddy sees Andrés, what do you think will happen? Why?
- Would you want to play a game of chase with Andrés? Why or why not?
- If you were Freddy, how would you try to capture Andrés?
- How does this story show Andrés is clever?
- Do you feel bad or sorry for Freddy? Why or why not?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they



use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Have students turn the book into a short performance by acting out the story events using puppets and simple props or scenery. To include more dialogue to read, have students add speech bubbles for the characters on sticky notes.

Have students draw a map of the ocean that depicts the story events. Ask them to label the components and show Freddy and Andrés's route.

Have students read other books about the ocean. Compare and contrast fiction and informational ocean books.

Have students hunt through the story to highlight or list verbs with -ed endings. Brainstorm other examples of past tense verbs with -ed endings. Contrast this list to "swam" and "caught." Talk about how some verbs have irregular past tense forms.

Have students hunt through the story for words that include the blend "sw-". Brainstorm additional words that start with sw. Together, write funny tongue twisters using lots of "sw" words.

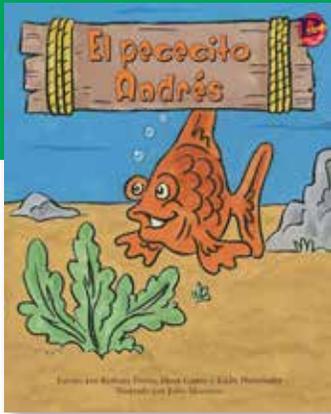
Mathematics: Write fish and octopus-themed story problems to practice addition or counting in groups. For instance: "There were 3 fish and 2 octopuses in the sea. How many eyes were there? How many mouths were there? How many legs were there?" Encourage students to show their thinking in pictures and numbers.

Science: Have students read informational text or view online content in attempt to answer two questions: "Would an octopus really chase a fish?" and "Would an octopus be able to get through the sunken boat hole?" Compile supporting evidence on a class chart.

Social Studies: Help students learn more about the world's various oceans. On a map, find locations where an octopus might really be found. Find locations where coral might really be found.

Art: Have students use a crayon resist technique to create an ocean picture. Ask them to draw ocean animals, plants and other features with crayon or oil pastel, and then use blue watercolor paint over the entire page.

Physical Education: Set up an Andrés and Freddy obstacle course indoors or outside. Use simple props like a chair draped with fabric to be the coral or rock. Pick someone to be Freddy and have other students be fish who try to get through the obstacle course without being caught.



Guided Reading with **El pececito Andrés**

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 & Preposition Support

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The following places in the ocean are where Andrés escapes from Fredy throughout the story: el coral, las algas, una roca grande, un barco hundido

The following prepositions are used to describe how Andrés moves throughout the story around the different elements of the ocean to escape Fredy: entre (x2), alrededor de, por

Print each of the nouns/places in the ocean on individual index cards. Then, print each of the prepositions on individual index cards.

Afterwards, cover the text underneath the illustrations in the story and have them match the corresponding noun and preposition with each illustration. Note that some prepositions will be used more than once (entre).

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements throughout the book. In Spanish, the 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.

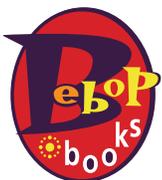
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