

64 pages, 1701 words + contents, glossary, additional information

+ activity

**Genre:** Informational Fiction/Chapter Books

**Focus:**

- understanding the author’s message
- connecting personal experiences/background knowledge to a story
- following a longer, more complex story
- maintaining meaning
- sequencing events
- drawing conclusions and making inferences

**Supportive Text Features:**

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures
- sequential events
- pictures support and extend the story
- contents page, chapter headings, and page numbers
- glossary and pronunciation guide
- additional background information

**High-frequency Words:**

*a, about, all, an, and, are, around, asked, be, came, can, don't, draw, for, gave, give, going, have, he, her, him, how, I, know, let's, liked, make, many, no, of, our, play, said, saw, she, take, that, the, there, time, to, want, was, we, went, what, will, would, you, your*

**Standards:**

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

**ELL/ESL**

Rafi y Rosi ¡Piratas!

Guided Reading with

## RAFI AND ROSI PIRATES!

*Guided Reading: K*

*DRA: 20*

*Intervention: 19*

*written and illustrated by Lulu Delacre*

**Overview:** In this third chapter book starring Rafi and Rosi, the two tree frog siblings explore their island home of Puerto Rico and learn about its Spanish history, fortresses, and pirates.

### Getting Ready to Read

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

- What do you like to do with your sibling(s), cousin(s), or best friend?
- Where do you like to explore? What kinds of things do you like to discover?
- What do you know about pirates? Where have you learned about them? How have pirates influenced history?
- What is a fortress? What do they look like? What is their purpose?
- Tell me what you know about Puerto Rico. What animals, plants, and structures might be there?

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

- Call children’s attention to the title: *Rafi and Rosi Pirates!*
- Tell children that this book is about exploring Puerto Rico and learning about Spanish history, fortresses, and pirates. Ask children to predict what might happen in the story and what the main characters, Rafi and Rosi, do when they explore a fortress and find out about pirates and different legends.
- Show the back cover and read the copy. Ask children what they think Rafi and Rosi will learn about pirates through their adventures. Explain



that Rafi and Rosi are coquíes, tree frogs, but they also act like children.

- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what they see happening as they turn the pages.
- 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 that you don’t know?”
- There are a few Spanish words in the English text. Help children 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 continued reading beyond an unfamiliar word in order to use the context of the story 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, parrots, 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 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.

- The book contains numerous high-frequency words and many other familiar words. High-frequency words include: *a, about, again, all, and, around, asked, at, back, big, come, don’t, from, gave, had, have, her, him, his, I, in, into, just, like, let, look, made, me, my, of, off, onto, our, out, ran, said, so, that, the, their, them, these, they, this, to, up, was, way, were, when, where, will, yes, you*
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are several terms relating to Spanish, Puerto Rican, and pirate history in the text: El Morro, Pirate Cofresí, doubloon, Old San Juan, San Juan Bay, Spain.
- 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 (e.g. cannonball) and multisyllabic words (e.g. decorating) are used.
- Suffixes used: -s, -ing, -ed, -er, -ly
- Words with double os are used: poor, smooth, loot, cook, look, loosen, groove
- Verbs with double consonants ending in -ed are used: tugged, dropped, scooped, grabbed, slipped, spilled, puzzled, pulled, wiggled, clapped
- Words that should be read with special emphasis appear in all capital letters: WOW on page 33 is printed in all capital letters.
- Spanish words and words to emphasize emotion 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 and responses.
- The illustrations support and extend the story, but most of the meaning is contained in the text.
- Pages 61-63 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 find out about what Rafi and Rosi learn about pirates, Spanish history, and how they explore the island of Puerto Rico, specifically Old San Juan.**

**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 have multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self-correct?
- Do they rely on print when 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?
- How are they dealing with a longer, more complex story? Do they easily move from page to page? Do they read more automatically and with fluency?
- Are they using punctuation 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?
- Have they begun to draw conclusions and make inferences?
- Do they react to the text even though they are reading silently? Do they laugh? Smile? Frown?

**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 as 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 will help them get meaning in the most efficient way, such as: “Did you think about chunking the word?” or “Did you think about reading the rest of the sentence and then going back to the word?”

### 5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies from the known to the unknown when encountering new words.
- Point out one of the compound words (e.g. *cannonball*) and explore how compounds are formed from two shorter words; review how multisyllable words are different from compound words (e.g. *haunted, vanishing, wiggled*).
- 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, and solution.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Point out the word WOW on page 33 and the word are on page 39 which appear in capital and italic letters for emphasis. Point out the Spanish words in the English story, which also appear in italic type

to indicate they are Spanish and can be found in the glossary. Model to students the difference between reading words in italic for emphasis and Spanish words that are italicized.

- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, 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.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Rafi and Rosi Pirates!* to review what Rafi and Rosi learn about pirates and Spanish and Puerto Rican history.

### After the First Reading

1. **Have children compare and confirm their predictions with what actually happened in the story.**
2. **Have children discuss the information about pirates that Rafi and Rosi discover at El Morro fort.** Push children to provide evidence from the text to show what Rafi and Rosi find and discuss during their adventures.
3. **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.
4. **Even though Rosi is the young sibling, how does she keep up with Rafi and his plans?** Have children brainstorm how Rafi and Rosi work and play together. How do they help each other but also joke with one another?
5. **Ask children to revisit chapter 2 and consider**



**what the story teaches about honesty.** Why don't Rosi and Rafi keep the coins they find? Do you think Rafi and Rosi made the right choice? Why or why not? How do they demonstrate creativity in their solution to keep a memory of the coins? What would happen if Rafi and Rosi had NOT turned the coins into the museum?

**6. Have children compare Rosi's behavior in the beginning of the story versus the end of the story.** How does she feel about Rafi's storytelling and learning about pirates in the beginning of the book, and then how does she use her own storytelling to her advantage in the last chapter?

**7. Encourage children to think about why the author, Lulu Delacre, chooses to structure the story around chapters.** Discuss how each chapter relates to the others in the book. How does each chapter support the overall message the author wants to share with young readers?

**8. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.

**9. Ask children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the chapter or story.**

### 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

**Art:** Have children create their own rubbings from different objects that they find in the classroom. Children can experiment with various colors, mediums, and materials to use on paper with the objects. Let children work together in groups and then have them guess what object each student chose from their final product. How were they able to guess? What were the kinds of clues that they used from the rubbings to figure it out? There is also description of how to make coin rubbings on page 63 in additional information in the back of the book.

**Social Studies & Geography:** Have children select a historical element of the story to find more information about. Encourage students to look at the information in the back of the book to learn more about El Morro, Pirate Cofresí, the Haunted Sentry Box Legend, and Pirate Money and find more documentation online. Students can work individually, in partners, or in groups. If possible, children can present photographs or other documents to present their findings and to provide more historical context to the book.



**Social Studies & Geography:** The El Morro fort is a famous Puerto Rican landmark, and this website has photographs and additional information about its historical presence (<http://www.puertoricodaytrips.com/el-morro/>). Students can also look at a map to point out Puerto Rico and the exact location of the El Morro fort. Pirate money and coins are explained in greater detail from the following link (<https://coinweek.com/coins/treasure-2/pirate-coins-for-me-a-true-tale-of-pirates-from-300-years-ago/>). The Old San Juan haunted sentry box legend is also explained at the following sites (<https://www.nationalparkstraveler.org/2009/02/san-juan-national-historic-site-haunted>) ([http://www.ournationalparks.us/caribbean/san-juan/old\\_sentry\\_box\\_at\\_fort\\_teases\\_visitors\\_with\\_legends/](http://www.ournationalparks.us/caribbean/san-juan/old_sentry_box_at_fort_teases_visitors_with_legends/)). The Puerto Rican Cultural Center organization also compiled photographs and more detailed information about Cofresí's life and experiences as a pirate (<http://www.prfdance.org/cofresi.htm>).

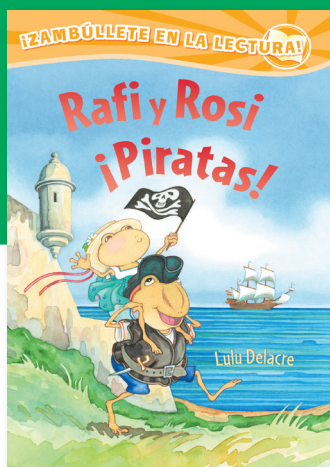
Create a text set or mini-unit around pirates. While *Rafi and Rosi Pirates* is a light story, offer a broader (while still developmentally appropriate) picture about pirate life with additional stories. Children should have the opportunity to consider the hardships of daily life and the way of life that often included stealing and mistreatment of others. Book suggestions include *Pirate* (DK Eyewitness Books) and *Pirates: Robbers of the High Seas* by Gail Gibbons.

**Writing:** Encourage children to think about how Rafi and Rosi use their imagination throughout the story. Rafi uses his imagination to dream up a story inspired by a real historical figure, Pirate Cofresí. After learning more about Pirate Cofresí, have students write their own creative story about Cofresí and use their newfound knowledge to come up with a brief story about Cofresí's adventures. Then, students can dramatize their story with a partner or small group.

Rafi and Rosi find pirate money while they're exploring the fort. Rafi tells Rosi that they can't keep the money, and Rosi asks why. Rafi insists that they turn them into the museum, and Rosi suggests that he keeps one, but he declines. What would you do in Rosi's situation? Would you have wanted to keep the money, or would you have turned it in? Why or why not? Did Rafi and Rosi do the right thing? How do you know? In a persuasive essay, have children consider these questions and craft a response.

Have children write a thank you note to the museum for allowing them to make rubbings of the coins. Why was this important to them? How was it meaningful? How will the coin rubbings help them learn more about Puerto Rican and Spanish history?

Let children work independently to write their own compare and contrast essay about Rafi and Rosi's relationship. How are Rafi and Rosi similar? How are they different? How do their similarities and differences help their adventures, and how do they get them in trouble?



## English Language Learner Activities With

# Rafi y Rosi ¡Piratas!

Guided Reading: L

DRA: 24

Intervention: 21

**Guided Reading:** L

**DRA:** 24

**Intervention:** 21

*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.*

All of 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. The focus of the teacher's support should be on building comprehension, fluency, and confidence. This is a time for growing independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. 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. The Spanish edition has many numerous high frequency words and many familiar words. If children do not know some of the words, present them with synonyms to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary. The story is written in narrative style. Review with children the way dialogue is indicated and how exclamation points and question marks are written in Spanish. Dashes are used to indicate dialogue, and exclamation points and question marks are used at both the beginning and end of sentences. Exclamation points and question marks appear "upside down" at the beginning of a sentence and "right side up" at the end. 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. Please note that the Spanish level for *Rafi y Rosi ¡Piratas!* is L due to the increase in text and vocabulary complexity in the Spanish language.

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