

Guided Reading with

SHINY, SHINY LITTLE STAR

Guided Reading: G

DRA: 12

Intervention: 11

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illustrated by Michael Ramirez

8 pages, 43 words

Genre:

Fiction, Poetry

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
- solve words using analogies to previously solved words
- use high frequency words as markers
- pause at commas and keep reading longer sentences
- read with fluency and stamina
- notice rhyming words in the text and use them to support fluent reading
- be aware that literary language can sound different than spoken language

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes rhyming words
- text includes some repetitive language
- some line breaks match phrasing

High-frequency Words:

how, you, up, in, the, like, a, your, me

Phonics

- R-controlled vowels: ar
- word family: -ight
- word ending: -y as a long e sound

National Standards:

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

ELL/ESL

Brilla, brilla estrellita

[See back page](#)

Overview: Read and learn this rhyme about the shiny stars up in the sky.

Getting Ready to Read

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

- How could you describe stars in the night sky? Why do people enjoy looking at them?
- What children's song do you know about stars? How do the words of "Twinkle, Twinkle, Little Star" go? (Share if students don't know. <https://learnenglishkids.britishcouncil.org/en/songs/twinkle-twinkle-little-star>)

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

- Hold the book. Call children's attention to the title. Read: *Shiny, Shiny Little Star*
- Ask children to predict what will happen in this rhyme.
- Show the back cover and read the copy. Ask children to predict what the girl in the rhyme might say about stars.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what happens in the story as they turn each page.
- Ask them to notice what the girl is doing in each picture and how the stars look.



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.

4. Be aware of the following text features:

- The book contains familiar words: how, you, up, in, the, like, a, your, me
- The text contains rhyming words with varied phrase structures.
- The rhyme contains some repeated words separated by commas.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the rhyme says about stars.

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. When you hear them reading fluently, tell them to begin reading silently.

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 the rhyme said about stars.

2. Ask questions like:

- How did the girl describe the stars?
- Why did the girl like stars?
- What did the illustrations show in addition to information in the words?
- What do you like about the nighttime?

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 children turn the book into a short performance by adding motions to the rhyme as they read (e.g., gazing up to the sky, wiggling fingers to show twinkling.) Talk about reading the long sentence in the middle of the rhyme (pages 3-6) fluently and with stamina.

List words that include the spelling pattern –ar, starting with those in the book (e.g., star, dark, far). Use magnetic letters or letter tiles to change –ar words into new words.

Talk about words in the book that end in –y with the long e sound (e.g., shiny, very, pretty.) Brainstorm other words that include this spelling pattern.

Talk about how descriptive words strengthen writing. Brainstorm a list of descriptive words related to nighttime, starting with those in the story. Encourage students to use descriptive language in their own writing.

Display the words to “Twinkle, Twinkle, Little Star.” Compare and contrast the song to the book.

Art: Make nighttime artwork using black paper and silver or gold paint, metallic drawing tools, or foil to create shining stars.

Social Studies: Read books, website content or children's magazine articles about traditions involving Santa Claus, or other special gift-bearing visitors, in different cultures around the world.

Mathematics: Write story problems about stars, incorporating language from the story, such as, “I saw 10 shiny stars twinkling in the dark, dark night. Then I saw 5 more stars. How many stars did I see?”

Science: Learn factual information about stars by reading books or looking at online resources. Brainstorm questions related to the book and try to answer them, such as, “Why do stars look like they are twinkling?” or “How far away are stars?”



Guided Reading: F
EDL/DRA: 10
Intervention: 9

Guided Reading with **BRILLA, BRILLA ESTRELLITA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following noun from the story rhymes with the following verbs: paz

Verb Support: The following verbs from the story rhyme: serás/estás/brillarás/das

Print the noun and verbs from the story that rhyme on word cards. Additionally, add more words from the story to add challenge to the sort, including: pienso, brilla, qué, donde, and more.

Have students match the words that rhyme. How did they know that the rhyme? What word is different from the other words? Have students explain why “paz” is different than the other words (it’s a noun and not a verb).

For students engaging with both English and Spanish texts, have students note that there are questions on the second page and 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.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

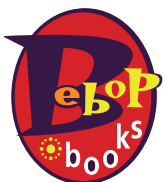
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