

Written by Barbara Flores, Elena Castro, and Eddie Hernandez

8 pages, 31 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- use illustrations and initial sounds or parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- read simple plural words with -s endings
- use illustrations to understand unfamiliar vocabulary

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- text is similar to oral language

High-frequency Words:

I, saw, the, them, all, at

Phonics

- Initial consonant sounds: c h, b, l, r

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.3, RI.K.4

ELL/ESL

La charreada

[See back page](#)

Guided Reading with

THE RODEO

Guided Reading: B

DRA: 2

Intervention: 2

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Mike Castro

Overview: I went to rodeo yesterday. What do you think I saw?

Getting Ready to Read

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

- Have you ever been to a rodeo? What happens at a rodeo?
- Who might be at a rodeo?
- What animals might be at a rodeo?
- What special clothes or tools might you see at a rodeo?

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

- Hold the book. Call children's attention to the title. Read: *The Rodeo*
- Ask children to predict who and what will be at the rodeo in this book. For children unfamiliar with a rodeo, explain it is a contest where people show their skills in handling horses and cattle.
- Show the back cover and read the copy. Ask children what the narrator might have seen at the rodeo.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice who or what is in each photograph. Explain unfamiliar vocabulary.



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.
- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: I, saw, the, them, all, at
- The book contains one short sentence per page with a patterned structure. The last page is different.
- This book contains vocabulary that might be unfamiliar: rodeo, cowboys, cowgirls, bulls, lassos

Reading the Book

1. Set a purpose by telling children to read the book to find out what you can see and do at a rodeo.

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:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a

strategy)

- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

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.

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

- Review using the photograph to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense, including attention to plurals.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.



- Note that it is important to look carefully at each picture for clues to finding out what each page is about.

After the First Reading

1. Have children confirm their predictions and talk about what the boy saw at the rodeo.

2. Ask questions like:

- Who was at the rodeo? What did the people do?
- What animals were at the rodeo? What did they do?
- What else can you learn about a rodeo from the photographs?
- What sounds do you think you'd hear at a rodeo?
- Would you like to go to a rodeo? Why or why not?
- Which activity at the rodeo is dangerous?

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: Engage in shared or interactive writing about an event, trip, or other experience

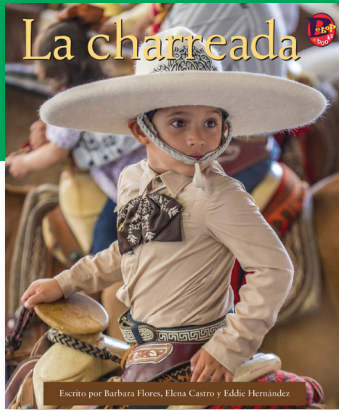
your students shared. Start with sentence frames reading, "I saw the ____" or have children write or use word cards to create this pattern. Add relevant items to complete the sentences, discussing whether each word will be singular or plural.

Brainstorm different types of events people like to participate in or attend (e.g., concerts, sporting events, races, expos.) Have students create their own books about an event they've attended. Provide blank pages with the sentence frames "I saw the ____" and "I saw them all at the ____."

Read aloud or have students read other books about related topics, such as *My Horse* (<https://www.leeandlow.com/books/my-horse>) or *I'm Heading to the Rodeo* (<https://www.leeandlow.com/books/i-m-heading-to-the-rodeo>). Discuss connections between the texts.

Social Studies: Look more closely at the clothing of the people in the book, or study additional photographs of a rodeo. Have students discuss their ideas about the purposes of different clothing articles. Compare the clothing items to clothing items worn at other types of events.

Physical Education: In an area with enough space, allow children to try out lassoing a stuffed animal horse, cow, or similar item. What makes it challenging? Talk about different possible techniques.



Guided Reading with **LA CHARREADA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same 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.

Guided Reading: B
EDL/DRA: 2
Intervention: 2

Noun Support: The following rodeo-related items are listed: los charros, las mujeres, los caballos, los toros, los lazos, los niños

Print the photographs from the story. Then, print the words from the story on cards. Have students match the word cards with the appropriate illustration.

Then, have students sort the word cards underneath the following heading, los and las.

Los: churros, caballos, toros, lazos, niños

Las: mujeres

Continue to add these words to your classroom’s article wall.

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

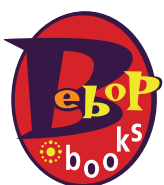
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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