

Guided Reading with

The Two Volcanoes

Guided Reading Level: M

DRA Level: 28

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illustrated by John Martinez

Overview: Open this book to read the Aztec legend of Izta, Popo, and the two volcanoes.

About the Book

Page number: 16, Word Count: 370

Genre: Fiction (Folktale)

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- look at each part or syllable of a word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read

- read varied sentences fluently, with expression and stamina
- attend to punctuation and paragraph breaks to support phrasing
- use a pronunciation guide to help read unfamiliar words
- use text to visualize events
- maintain comprehension over more detailed text episodes
- refer to text evidence when discussing the book
- determine author’s message using evidence from the text

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some content-specific language

- varied sentence lengths and formats

Phonics:

- review diphthongs ou/ow to make the /ow/ sound as in down (e.g., outside, wildflowers, hours, mountain); contrast with other sounds /oo/ as in you, long o as in snow, and short u as in young, jealous
- syllabication of multisyllable words with various syllable types, especially open vs. closed syllables

Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

ELL/ESL: Los dos volcanes

See last page

Getting Ready to Read

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

- What is a “legend?” What legends have you heard?
- Explain how legends can explain how things were created or came to be, for instance things in nature. What things in nature could legends explain?

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

- Hold the book. Call children’s attention to the title. Read: “*The Two Volcanoes.*”
- Ask children to use the title and picture on the cover to predict what the book will be about.



- Show the back cover and read the copy. Explain, "Aztec people lived in Mexico long ago." Have children predict what will happen in this Aztec legend.
- 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.
- You might choose to call children's attention to the pronunciation guide on the back cover.

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, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to sound out the whole word or re-read the sentence afterwards and think about the story.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific vocabulary words and phrases include: Aztec, emperor, "capital city," Tenochtitlán, Mexico City, princess, warrior, bouquets, wildflowers, battle, "broken heart," torch, "kept watch," centuries, volcanoes, erupts. Other useful

vocabulary words include: wise, cheerful, jealous, occasionally, looming

- The text shares the legend of how two volcanoes formed near today's Mexico City, according to Aztec lore. Each page has one or two paragraphs of narrative text with no dialogue.

Guided Reading Note: Level M is the benchmark for the end of second grade or beginning of third grade. Children reading at this level are moving into a fluent stage, 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. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the Aztec legend of Itza, Popo, and the two volcanoes.

2. Have children read the book 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 for understanding with simple questions, such as:



“What is the book about?” or “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 make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Are they sounding out the whole word when they get stuck?
- 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 reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making 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?” or “Did you sound out the whole 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.
- 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, exclamation points, and commas as clues 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 what happened in this legend.

2. Ask questions like:

- Who were the main characters in this story?
- Describe Itza. Describe Popo. Describe their friendship. Give evidence from the text.
- What happened with the man who didn't like Popo? How did his choice impact the other characters?
- How did Popo react when he came home and couldn't find Itza? What did he do when he found her?
- How does this legend explain the two volcanoes?
- Why do you think the authors wanted to share this story with readers?
- What message do you think the authors wanted to share? Give evidence from the text.
- Why do you think this legend has been told for such a long time? Do you believe it? Why or why not?

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.

- a. While they are reading, watch what children do and what they use from the teaching time.
- b. You might also take a running record on one child as an assessment of the child's reading behavior.
- c. 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: Have students summarize the story elements in the book on a chart, listing the characters, setting, problem, supporting events, and resolution. Have them refer to this chart to write their own summaries of the book in paragraph form.

Compare and contrast this book with other legends, such as *Quetzalcóatl's Corn* (<https://www.leeandlow.com/books/quetzalcoatl-s-corn>), the legend of how corn came to the Aztec people. Additionally have students read and compare *Magic Dogs of the Volcanoes* (<https://www.leeandlow.com/books/magic-dogs-of-the-volcanoes-los-perros-magicos-de-los-volcanes>) from El Salvador. Use a Venn diagram or chart to record students' thinking.

Have students use sticky notes to add speech bubbles to the illustrations, referring back to the



text to decide what each character might say. Or, have students practice summarizing the story by turning it into a comic strip with speech and thought bubbles.

Create basic scenery and gather props, such as using recycled materials for “stones” and wildflowers. Refer to the text to get ideas for details. Invite students to act out the story.

Review the diphthongs ou/ow to make the /ow/ sound as in down using words from the book (e.g., outside, wildflowers, hours, mountain). Use other words from the book to explore other sounds of ou and ow (e.g., /oo/ as in you, long o as in snow, short u as in young, jealous). Practice sorting, reading, and spelling other words with ou and ow.

Work together to divide words from the book into syllables to read them. Talk about different syllable types, especially open vs. closed syllables. (E.g., Popo has two open syllables and the vowels are both long. Aztec has two closed syllables and the vowels are both short.)

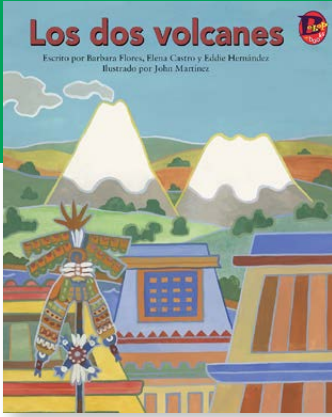
Science: Generate a list of questions about volcanoes and how they form. Read other books or consult online resources to look for information. Contrast scientific information found about volcanoes with the story.

Social Studies: Read legends from different cultures. Make connections between texts.

Generate a list of questions about the Aztec people. Use other books or online resources to find more information.

Look at a map of Mexico. Find Mexico City and other key landmarks. Help students find or mark notable volcanoes in Mexico on the map.

Art: Revisit the last page of the book and look at photos online of the two volcanoes that loom over Mexico City today. Invite students to use paints, oil pastels, or black permanent marker with watercolors to create a picture of two volcanoes looming over Mexico City, as they imagine the scene. Encourage them to fill their paper, thinking about what is in the foreground, middle ground, and background, and where to place the horizon line.



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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 Support

If possible, photocopy the pages from the book so that students can examine the different adjectives throughout used to describe

the different characters and the setting (inteligente, bella, amable, fuerte, valiente). With a colored marker or highlighter, have students go through the photocopied pages and highlight different adjectives (i.e. celoso). Students can explain how these words describe the noun and provide another sentence using the same adjective.

Verb Support

Using the same photocopied pages from the book, students can examine the different tenses that are presented in the text. Students can go on a verb tense scavenger hunt and use different colored highlighters to indicate which verbs are in the preterit (lloró), which verbs are in the imperfect (tenía). Ask students to notice why the verbs are used in specific places, and how they change the meaning of the sentence.

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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