



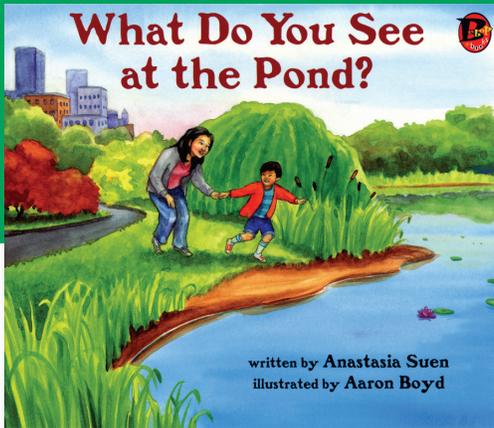
Guided Reading with

WHAT DO YOU SEE AT THE POND?

Guided Reading: A

DRA: 1

Intervention: 1



written by Anastasia Suen

illustrated by Aaron Boyd

Overview: A young Asian American boy and his mother see all kinds of animals in the pond. But there's something else the boy sees in the pond too—his own reflection!

8 pages, 27 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- one-to-one matching
- using the picture clues
- reading a patterned sentence

Supportive Text Features:

- familiar words and concept
- patterned sentence
- strong picture-text match

Essential Components of Reading Instruction:

PHONEMIC AWARENESS: concept of word

PHONICS: initial /s/; consonant blends /fr/, /pl/; long /e/ vowel sound spelled "ee"

VOCABULARY: *frog, plant, duck, bug, fish, turtle*

FLUENCY: reread the story independently or with a partner

COMPREHENSION: determine what is important, make connections, ask questions

High-frequency Words:

I, see, a, me

National Standards:

LANGUAGE ARTS: Nonfiction

SCIENCE: Pets and Animals

ELL/ESL:

¿Qué ves en la charca?

[See back page](#)

Getting Ready to Read

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

- Have you ever seen a pond? Where might you find one?
- Tell me what you know about ponds.
- What are some things you might see or find at a pond?

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

- Hold the book, calling children's attention to the title. Read: "What Do You See at the Pond?"
- Ask them to predict what they would expect to find at a pond.
- Show the back cover and read the copy. Ask children what they think the boy will see.
- 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 notice what the boy saw at the pond.

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.



4. Be aware of the following text features:

- The book contains familiar words: frog, duck, bug, fish, turtle
- There is a patterned sentence: "I see a ____."
- Only one word changes on each page.
- The last sentence is different: "I see me!"
- The last sentence, along with the picture, presents the concept of a reflection.

Reading the Book

1. Set a purpose by telling children to read the book and find out what the boy sees at the pond.

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 printed words 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 up 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 the individual letter sounds (/p/ - /l/ - /a/ - /n/ - /t/), 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 sounds to their reading?
- Have they responded with a laugh or other sound 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 looking at the picture to make sense of the print." Encourage children to take a guess or use the beginning letter sound.

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

- Review using the picture to help with each new word.
- Talk about the picture on page 4, pointing out the woman is holding the boy. Why is she doing this only in this picture?
- Review using the beginning sound or blend.
- Model how to reread the sentence if it doesn't sound right or make sense.
- Call attention to all the high-frequency words children have learned and used.
- Call attention to the exclamation point on the last page.

After the First Reading

1. Have children confirm their predictions about what the boy saw at the pond.

2. Discuss why these particular animals live at the pond. Are there any other animals that might live there?

3. Focus children's attention on the last page and talk about why the boy can see himself in the water.

4. Model how the last sentence should be read differently because of the exclamation point.



5. Talk about how the boy is feeling as he explores the pond.

6. Revisit the cover and call attention to the top, left-hand corner of the picture. Ask children where they think the pond is located. Talk about how the pond is probably in a city park and where other ponds might be found. Point out that sometimes information is only in the pictures and not in the words.

Second Reading

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

2. This is a time for assessment. While children are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one child as an assessment of the child's reading behavior.

Cross-Curricular Activities

Language: Give children a set of cards with pictures of a wide variety of animals. Ask them to sort the cards in an open sort activity, without directions. When they are finished, ask children to explain how they grouped the animals. Then have them repeat the sort in a different way. Talk about the groupings. Last, have children sort the animals into two groups, those that might live in a pond and those that probably wouldn't. Make a list of adjectives/phrases that describe the pond animals.

Art: Have children draw a large circle or oval to represent a pond. Then have them draw with crayons a variety of animals in and around the pond. Encourage them to put the animals in their

correct habitats. When the crayon drawings are complete, give children thinned blue paint and a large paintbrush. Show them how to sweep the blue wash over their pictures to make a pond for the animals.

Science: If possible, visit a pond and teach children how and where to look for wildlife. Use a digital camera to take pictures of the animals you find and of children looking for them. Write a language experience story (LEA) with children describing how they acted like scientists when they observed the pond life. As an alternative, make a chart of places children looked for animals and what they found. Include evidence uncovered, such as footprints, nests, feathers, and so on.

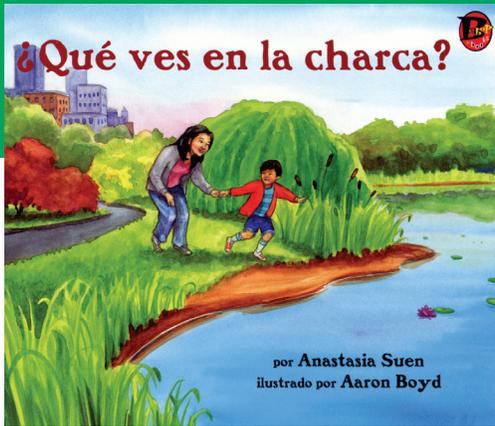
Math: Have children create sets of pond animals and number them from 1 to 10. For example, a child might draw one duck and label it 1, two frogs and label it 2, and so on, up through ten images of an animal.

Social Studies: On the chalkboard or chart paper, draw signs that might be found around a pond: "DO NOT FEED THE DUCKS," "NO SWIMMING," "PLEASE DON'T THROW ANYTHING INTO THE POND." Discuss with children why these rules are in place. How do they help the pond?

Writing: Have children write about one animal that lives at a pond. Encourage children to write a factual piece which describes the animal, its habitat, and its activities.



BEBOP CLASSROOM CONNECTION



Guided Reading: A
EDL/DRA: 1
Intervention: 1

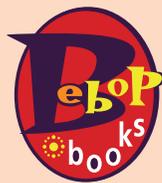
Guided Reading with **¿QUÉ VES EN LA CHARCA?**

The Spanish edition also uses a patterned sentence and familiar words: **rana, planta, pato, insecto, pez, tortuga**. Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

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.

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

For more information about Bebop Books, please contact:



**Craig Low, Publisher
Bebop Books**

An imprint of LEE & LOW BOOKS
95 Madison Avenue
New York, NY 10016
212-779-4400 x. 26 ph.
212-683-1894 fax
clow@bebopbooks.com

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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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¿Qué ves en la charca? Guided Reading Level: A

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