

Guided Reading with

BEIN' WITH YOU THIS WAY

Guided Reading: K

DRA: 20

Intervention: 19

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illustrated by Michael Bryant

Overview: In this award-winning story, a young African American girl shares about the ways people are different and unique, but still the same and beautiful.

32 pages, 348 words

Genre: Realistic Fiction/Poetry

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- reading with expression, emphasizing rhythm and rhyme
- following a longer, more complex story
- understanding poetic language and forms

Supportive Text Features:

- familiar words and concepts
- repetitive, cumulative refrain
- short phrasing in text

High-frequency Words:

are, you, then, and, with, me, here, we, go, she, has, he, how, but, the, same, now, it, this, way, what, a, said, are, look, at, be, like, all, of, our, so, come, us, on

Common Core Standards

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

ELL/ESL

La alegría de ser tú y yo

See back page

Getting Ready to Read

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

- Tell me what you know about visiting a park or playground. What activities do you see people doing there?
- What do you know about rap?
- What makes someone special or different in his/her own way?

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

- Hold the book. Call children's attention to the title. Read: "*Bein' With You This Way.*"
- Ask children to use the title and picture on the cover to predict what they would expect to read about in the story. Explain that "Bein'" means "being."
- Have children suggest some words they might read in the story.
- Give children the book and have them look through it. Ask them to find some hints about what happens in the story. Draw children's attention to the opposites in the book and if they can connect them to the pictures they see.



- Point out the structure of the book. Explain that rap is like a poem and is read with rhythm.

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 and to blend the sounds quickly.
- Suggest that children read on past 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 what they know about opposites, parts of the body, and what makes us special. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains numerous high-frequency words and many other familiar words, including body and facial features. Many descriptive words are also used and paired with their antonyms.
- The amount of text on each page and placement of text vary throughout the book.
- Rhythm and repetition of phrases are used throughout. The poem does not rhyme.

- Interjections are used throughout and contribute to the rhythm of the story. They are written in italics.
- The story contains a repetitive, cumulative refrain.
- Commas, exclamation points, ellipses, dashes, quotation marks, and italic type provide support to help children read the poetic text.
- The illustrations support and extend the text, but most of the meaning is contained in the text.

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 read about how people featured in the book can be both the same and different.**
- 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 for understanding with simple questions such as: “What is the story about?” or “Tell me how the story begins.” Then direct them to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

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

- Do they rely on the print while 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 following a longer, more complex story? Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation 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?

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?”

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 to move from the known to the unknown when encountering new words.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a sentence or story. Talk about the feelings the author was trying to convey.
- Model asking questions or making “I wonder...” statements to extend comprehension.



- Talk with children about how the author used words like “Mm-mmm” and “Ah-ha!” to create a special feeling in the story.
- Review using punctuation marks to guide the meaning-making process.
- Talk with children about how the author conveyed feelings of rhythm and excitement in the story.
- Explore how line breaks, phrasing, rhythm, and interjections all help make the story interesting, yet easy to understand.
- Review using punctuation marks to guide the meaning-making process. Commas, exclamation points, ellipses, dashes, quotation marks, and italic type provide support to help children read the story with expression.
- Call attention to the following contractions: isn't, bein', that's, we're. Review the use of an apostrophe to take the place of the missing letters.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit BEIN' WITH YOU THIS WAY to find examples of how people can be different.

After the First Reading

- 1. Have children compare and confirm their predictions with what actually happened in the story.**
- 2. 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.

- 3. Connect the story to children's own experiences with playing at a park or playground and seeing what makes people the same and different.**
- 4. Discuss the importance of showing respect for others.** Talk about how the narrator sees the differences in everybody but still plays with and includes them. What does the narrator mean by saying “different—but the same?”
- 5. 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 story.**
- 6. Have children take turns reading pages of the story aloud.** Encourage them to read with expression and make their reading sound like the girl in the story is really rapping. Also encourage children to compliment each other after the readings.

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.
 - 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 draw a picture of a park, playground, or schoolyard where they play. Suggest that children draw themselves playing in this place.

Music: Ask for children to volunteer to "sing" portions of the book in "rap" style. You might wish to set up a group to perform the book. Some children might perform the solo sections. Others might work as a chorus to perform the repeated words, such as "How perfectly/remarkably/strange."

Social Studies: Explain to children that one reason Americans look different from each other is because most Americans have ancestors who came from other countries. Suggest that children ask their parents where their families came from. Help students find the countries on the classroom globe or map of the world.

Explain to children that BEIN' WITH YOU THIS WAY is set in a park. Ask children if they know the rules for behavior in a park. On the

whiteboard or chart paper, make two columns. Over the first column, print DO; over the second column, print DON'T. Have children suggest rules for park behavior, and write the rules under the appropriate heading. (Example: DO—share playground equipment, respect other people's rights; DON'T—monopolize the swing or the slide, litter, disturb other people.)

Writing: Let children write a paragraph or several sentences on what makes them special, as well as what is special to them.

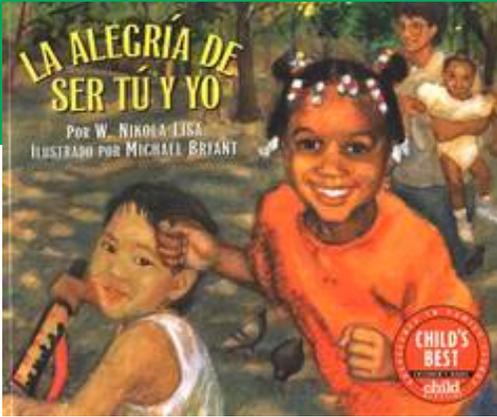
Have children brainstorm other ways in which people are different, but the same. Using the same rhythm, children can write another verse for the rap either individually or as a whole class.

Teach children about prefixes and suffixes. Have children identify the words with prefixes and/or suffixes used in the story. Underline the prefix and suffix in different colors and define the root word. Talk about how the word changes as a suffix and/or prefix are added: For example, unforgettable.

Math: Make a list of possible hair colors on the whiteboard or chart paper. Have children record with a line which hair color they have. Once every child has recorded their hair color, make a bar graphs showing the class's answers for hair. Discuss which is the most prevalent in the classroom and how the classroom community can be different, but still the same. Have children predict how the graph would change if parents recorded their answers (possibly more results for gray, silver, or no hair for example).



BEBOP CLASSROOM CONNECTION



Guided Reading: J
EDL/DRA: 18
Intervention: 18

Guided Reading with **LA ALEGRÍA DE SER TÚ Y YO**

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All 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. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

The Spanish edition has many familiar words. The story is written in verse. 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.

Review with children the way dialogue is indicated and how exclamation points are used in written Spanish. Dashes are used to indicate dialogue and exclamation points are used at both the beginning and end of sentences. The marks appear "upside down" at the beginning of each sentence and "right side up" at the end.

Help children find a way to read the story with expression. Encourage them to read the words so they sound like the girl is rapping.

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.

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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.

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ISBN #: 9781880000267

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Guided Reading Level: J

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