

Guided Reading with

DAVID'S DRAWINGS

Guided Reading: I

DRA: 16 Intervention: 15

by Cathryn Falwell

Overview: This award-winning story tells of a young African American boy who makes friends in school by letting his classmates help with his drawing of a bare winter tree.

32 pages, 390 words

Genre: Realistic Fiction

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- following the sequence of events
- comparing two different variations on an initial story idea

Supportive Text Features:

- familiar words and concepts
- short phrasing in text
- sequential events
- consistent placement of the text on each page

Phonics:

- /r/ consonant blends
- word ending "-ed" spelling pattern/sound exploration

High-frequency Words:

one, day, saw, a, when, he, to, his, and, up, of, for, then, the, had, said, but, it, to, she, her, here, you, can, that, at, look, I, have, put, on, like, me, too, with, an, two, in, was, we, see, asked, day, our, from, came, over, your, so, my

Common Core Standards

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1, W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

Los dibujos de David

See back page

Getting Ready to Read

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

- What do you know about drawing or making a picture? What types of things do you like to draw?
- Where do artists get their ideas for drawings and paintings?
- Who might help you draw a picture? What kind of help would you like?

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

- Hold the book. Call children's attention to the title. Read: "*David's Drawings.*"
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Have children look at the finished class picture toward the end of the book. Ask them to describe the drawing. Does it tell a story? What does it tell? Have children consider what David might have done to produce this drawing.
- Ask children to look for some hints in the class picture that might help them figure out



what happens in the story.

- Have children suggest 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 the pages.

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.
- Tell children to think about what they know about drawing. 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 familiar words that children may know by sight.
- The amount of text on each page varies.
- There are both simple and more complex sentences in the book.
- The events are sequential, with a bit of plot repetition toward the end of the story.
- Quotation marks are found throughout

the story to indicate dialogue.

- Ellipses are found on pages 29 and 31.
- Dual illustration tracks run through the story: the main illustrations on each spread and the cumulative drawings in the upper right corner.
- The illustrations support and extend the text, but much of the meaning is contained in the text.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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 reading the first three pages of the story aloud. Ask children to predict how David's drawing becomes the one pictured later in the story. Then tell children to read the rest of the book to find out what happens to David's drawings.



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 expression, 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?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?

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.
- Explore the story grammar— characters, setting, problem, solution, and so on.
- Review how to determine what is important in a sentence or story.
- Model asking questions or making “I wonder...” statements to extend



comprehension.

- Review the use of quotation marks and talk about how the dialogue (conversation) contributes to making the story seem “real.”
- Point out how adding an apostrophe plus “s” to nouns forms the possessive: David’s. Review how this shows belonging to or possession.
- Review words from the story with /r/ consonant blends: Brandon, brown, crayons, drawing, drew, fresh, from, glass, gray, great, green, grinned, tree. Explore other words with /r/ blends.
- Work with the verb ending “-ed” and explore the different sounds the spelling pattern can represent: /t/ sound in asked, /d/ sound in smiled, /ed/ sound in added. Find other words with the “-ed” ending that have the same sounds as the example words. Also explore how the “-ed” ending gives information about when an action occurred.
- Review using punctuation marks to guide the meaning-making process.
- Discuss the use of ellipses in the story and how they show a trailing off that leads to the next part of a thought.
- Work with the irregular past tense verb forms and review verb sets to which the irregular forms belong. For example, see, sees, seeing; take, taking, took; think, thinking, thought. Compare these irregular forms with regular past tense verbs created by adding “-ed.”
- Model how to revisit the text to find

specific examples or ideas in the story. Revisit DAVID’S DRAWINGS to find clues that show David doesn’t mind when his classmates offer to add something to his drawing. Also discuss the purpose of the cumulative drawing that appears in the upper right corner of each spread.

After the First Reading

- 1. Have children confirm their predictions about what 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 a discussion of where their ideas for drawings come from.**
- 4. Elicit children’s ideas about how David felt when he first arrived at school and how he felt at the end of the school day.** Also elicit ideas about how David felt when he arrived home and why he decided to make another drawing.
- 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 parts and read the story aloud, like a play.** Encourage them to read with expression, feeling, and correct phrasing, as though they were talking to their



friends.

7. Brainstorm with children what might happen after the end of the story. What might happen the next time David starts a drawing in class?

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: Ask each child to make a simple drawing using just a pencil. Then divide children into groups of four or five and have each child pass his or her drawing to another child in the group. Direct the second child to add to the drawing with crayons, colored

pencils, or markers. Continue until each child in the group has added something to all the original drawings of the group members. Display the finished drawing under a sign entitled "Our Class Pictures."

As a class, go outside to find a tree. Have children sketch it using a pencil and then later decorate it.

Music: Select two pieces of music, one calm and soothing and the other lively and energetic. Tape two mural sized pieces of paper to a table or a wall. Play the soothing music and have children listen for a few minutes. Then let them use crayons or markers to "color to the music" on one of the pieces of paper. Repeat the activity with the energetic music and the other piece of paper. Afterwards, talk about how the two pieces of music made the children feel, and how the music made a difference in their murals.

Science: In DAVID'S DRAWINGS children color with crayons and colored pencils, but children are also very familiar with colored paints. Introduce the primary colors: red, blue, yellow, and let children experiment mixing paints in these colors to produce the secondary colors: orange, green, purple. Have children see how many different shades of the secondary colors they can create by altering the amounts of the two colors used for each mixture. A simple chart of primary and secondary colors is available at:

<http://www.first-school.ws/t/colorarc.htm>

Make a chart with four boxes for the four seasons. Show what some trees, like apple trees, look like as each season passes.



Math: Read aloud GRANDFATHER TANG'S PUZZLE by Ann Tompert and talk about the different shapes of the tangram pieces. Give children a copy of the tangram puzzle at the back of the book, have them cut the pieces apart, and then use them to create their own pictures, making sure the shapes do not overlap and that they connect along a side or at a point. Talk about how putting the shapes together in different ways can create a wide variety of pictures. Children may also enjoy doing tangram puzzles online at this site and many others:

<http://pbskids.org/cyberchase/math-games/tanagram-game/>

Ask children about their favorite color or favorite season. Tally and then graph children's responses. Discuss which is the most popular.

Social Studies: School buildings, settings, and subjects vary around the world. Read ELIZBETI'S SCHOOL by Stephanie Stuve-Bodeen

(<https://www.leeandlow.com/books/2388>).

During a second reading, have children look for similarities and differences among their school, David's school, and the school featured in the story. Other first day of school book recommendations:

FIRST DAY IN GRAPES

<https://www.leeandlow.com/books/2391>

MOONY LUNA / LUNA, LUNITA LUNERA

<https://www.leeandlow.com/books/2850>

THE CLOSET GHOSTS

<https://www.leeandlow.com/books/2781>

THE UPSIDE DOWN BOY / EL NIÑO DE CABEZA

<https://www.leeandlow.com/books/2791>

Writing: Children may enjoy writing their own stories based on the completed class

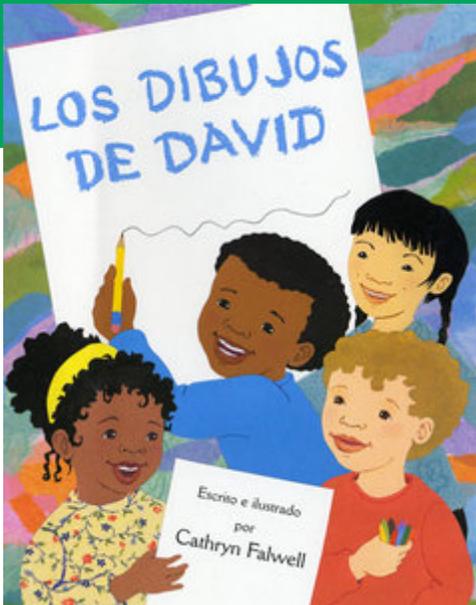
picture on page 23 of DAVID'S DRAWINGS. Children may work individually or in small groups. Encourage them to use their imaginations to create stories about what is happening and what will happen next.

Encourage children to share a time they felt shy. Why did they feel shy? How do they overcome their shyness? Who helped them feel less shy? What advice do they have for someone coming to a new classroom, school, or grade?

Ask each child to start a story about a tree (can be silly!). Each child should write a couple of sentences. Then divide children into groups of four or five and have each child pass his or her writing to another child in the group. Direct the second child to add to the story with another detail or event that happens. Continue until each child in the group has added something to all the original stories of the group members. Encourage children to read the "finished" stories and volunteer to share a few with the whole group. Encourage children to be silly or suspenseful in their group writing.

Ask children to write whether they would or would not want to be friends with David. Why? What makes him a good friend?

Other resources: Check out this read aloud demonstration by a Kindergarten teacher for ways parents can read DAVID'S DRAWINGS at home:
<https://www.youtube.com/watch?v=DH0StNJVRY4>. For other ideas for parents, check out:
<http://blog.leeandlow.com/2015/05/18/how-to-read-with-your-rising-first-graders-and-kinders-this-summer/>



Guided Reading: H
EDL/DRA: 14
Intervention: 13

Guided Reading with

LOS DIBUJOS DE DAVID

Children reading as guided reading level H are moving into an early fluent stage of reading. 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, confidence, and 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 contains numerous high-frequency words and many familiar words. Unfamiliar words may be presented along with synonyms, to help deepen children's comprehension of the words and the story. You might also use real objects to support the learning of new vocabulary. For dual-language children, cognates may also be used, such as: **papel/paper**, **creyones/crayons**, **color/color (colores/colors)**, **timidez/timidly** or **shyly**, **persona/person**, **recreo/recess**, **botas/boots**, **mi/my**. Review 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. 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.

For more information about Bebop Books, please contact:



Abraham Barretto, Vice President of Educational Sales at Bebop Books, An imprint of LEE & LOW BOOKS
95 Madison Avenue
New York, NY 10016
212-779-4400 x 23
212-683-1894 fax
abarretto@leeandlow.com

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