

Guided Reading with

I'M HEADING TO THE RODEO

Guided Reading: I

DRA: 16

Intervention: 15

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illustrated by Claire Louise Milne

Overview: On her way to school one morning, a young Native American girl gets a taste of the rodeo adventure she daydreams about.

24 pages, 183 words

Genre: Realistic Fiction

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- using one's imagination
- telling the differences between what is real and what is imagined

Supportive Text Features:

- familiar words and concepts
- repetitive phrase
- short phrasing in text
- sequential events

Phonics:

- hard /c/ consonant sound/spelling pattern
- /r/ consonant blends

High-frequency Words:

I'm, up, for, but, in, my, to, the, it, away, of, your, be, out, from, I, and, as, a, by, all, at, is, are, from, back, on, with, just, like, then, into, than, before

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

Me veo en el rodeo See back page

Getting Ready to Read

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

- What does it mean to "daydream"?
- What sort of things have you thought about while daydreaming?
- What do you know about rodeos? What might you see there?

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

- Hold the book. Call children's attention to the title. Read: "*I'm Heading to the Rodeo.*"
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to think about the kinds of things the girl might daydream doing as a rodeo star.
- 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 find some hints about what happens in the story.



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 rodeos, if anything. 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.
- Text placement and the amount of text on each page varies.
- There is a repetitive phrase and short phrasing of the text.
- The events are sequential and alternate between the real and the imagined.
- Ellipses are found on several pages throughout the story.
- Quotation marks are found on pages 9 and 14.
- An apostrophe is used on page 23 to make the word "Cause."
- The illustrations support and extend the text, but most 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 telling children to read about what happens when a girl daydreams about being a rodeo star.

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?
- How are they using the pattern at the beginning of the book?
- 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.
- Review how to determine what is important in a sentence or story.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Explore how line breaks, phrasing and rhyme all help create a bouncy rhythm when the story is read aloud.
- Work with prepositional phrases. Point out the phrases that begin with "in," "to," "of," and "on." Talk about how these words help explain the relationship of the prepositional phrase to the rest of the sentence.
- Discuss the use of ellipses throughout the story and how they show a trailing



off that leads to the next part of a thought, or how they connect the real and imaginary parts of the story.

- Review the use of quotation marks.
- Call attention to the following contractions: I'm, can't, it's. Review the use of an apostrophe to take the place of the missing letters. Also discuss the function of the apostrophe in the word "Cause."
- Work with verb ending "-ing." Talk about how for some words the ending is simply added (**heading**), for some the final consonant is doubled before adding the ending (**patting**), and for some the final "e" is dropped before adding the ending (**riding**).
- Work with words from the story with hard /c/ consonant sound: can't, colt, corral, cause. Explore other words with this sound in initial, medial, and final positions. Also compare these words to words with the hard /c/ sound represented by the letter k.
- Review words from the story with /r/ consonant blends: breakfast, brushing, frighted, grab, truck. Explore other words with /r/ blends.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit I'M HEADING TO THE RODEO to find clues in the text and pictures that show the passage of time.

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 daydreaming.** Talk about how the girl was daydreaming at every stage of her morning and how her daydream came closer to reality by the end of the story.
- 4. 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.**
- 5. 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. Have one child read the "real" parts and another child read the "imaginary" parts. Starting with page 14, the children can read together.
- 6. Elicit children's ideas about other things the girl may have daydreamed about that would make sense in a rodeo story.**
- 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 children to draw some of the things they might daydream about doing in their own minds.

Invite children to create an illustrated guide of a visit to a rodeo, drawing pictures of the things they might see and labeling them for people not familiar with rodeos.

Music: Play some country or bluegrass music and talk about how this kind of music

is popular at some rodeos. Also research the other kinds of music that might be played at rodeos. Have children choose their favorite song and then innovate their own lyrics about a trip to a rodeo.

For additional songs to teach children about rodeos, check out:

<http://www.preschooleducation.com/swestern.shtml>

Science: Have children research the kinds of events that take place at rodeos and the different animals involved in these events. Then have children research the kinds of animals found on a typical farm. A comparison chart between rodeo animals and farm animals could be created to present children's information.

Read this current events article about children participating in rodeos:

<http://www.nbcnews.com/news/us-news/texas-kids-brave-pain-rodeo-glory-n329696> Then discuss whether children should be allowed to participate or not. Have children write whether they think children should be able to participate in a rodeo or not, and why they think so. Also children can add if they themselves would want to participate in a rodeo or not, and why.

Math: Time is an important part of rodeo events. The participants with the best times are the winners in many events. Ask children to research some of the timed events that might be found in a rodeo and challenge them to find the record times for each event, comparing different age groups.



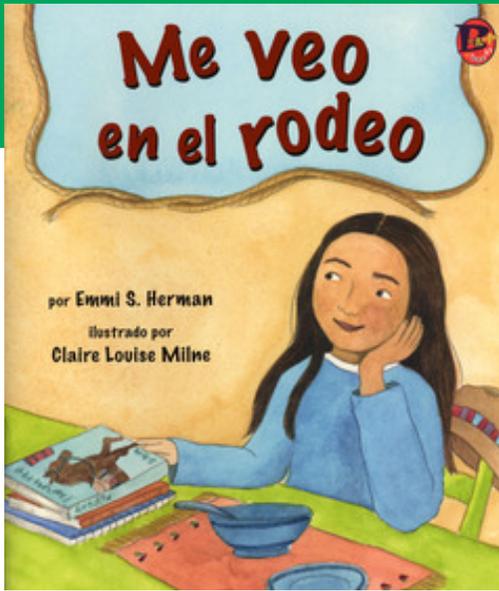
Social Studies: Invite children to investigate in which parts of the United States and Mexico most rodeos take place. Where do the tradition and practice of rodeos originate? Have them look for initial clues in the story by studying the landscape in the illustrations. If you live in an area where rodeos are popular, try to arrange a visitor to come to the classroom to talk about rodeos. Rodeos are particularly popular among Native Americans, and children will enjoy learning more about these events. Information on the following website can be used as a starting point (from the Texas State Historical Association):

<https://tshaonline.org/handbook/online/articles/llr01>

Writing: Children may enjoy writing their own innovations of I'M HEADING TO THE RODEO using their own lives and their own daydreams as the basis for their stories. Some children may also wish to illustrate their stories.

Some children may be interested in writing an informational text on rodeos based on the research they have done about rodeos for other activities.

Have children pick either the topic of "children and rodeos" or "treatment of animals in rodeos" to explore further. Ask children to describe their opinion on if children should be allowed to participate in rodeos or not, and why. Or, ask children to describe their opinion on rodeos today and the safety and welfare of the animals, as well as the participants.



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Guided Reading with

ME VEO EN EL RODEO

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.

Phonics skills to focus on include: initial /k/ consonant sound; /cr/, /br/ consonant blends; /ch/ consonant digraph; exploration of the /y/ sound for "ll" (double L) and "y;" and the hard /k/ sound represented by the "qu" spelling when used with vowels "e" or "i," as in **queda**, while the "u" is silent.

The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: **rodeo, cepillo, erizado, acaricio, crines, dorados, caballo, desayuno, demores, mente, carrera, barriles, público, ruge, camioneta, polvo, bache, montada, novillo, corral, potro, cabra, cuerda, galopo, ato.**

Unfamiliar words may be presented along with synonyms, such as "coche" for "camioneta," to help deepen children's comprehension of the words and the story. You may also use real objects to support the learning of new vocabulary.

For dual-language children, cognates may also be used, such as: **rodeo/rodeo, mamá/mom, público/public (crowd), en/in, mi/my, corral/corral, galopo/gallop, escape/escape.** 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. There are also ellipses used on pages 2, 6, 9, 12, and 23 to signal a switch from what is "real" to what is imaginary. On page 19, the ellipses show that the sentence continues when you turn the page.

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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