



Guided Reading with PRAN'S WEEK OF ADVENTURE

Guided Reading: H

DRA: 14

Intervention: 13

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Overview: When the car has to go to the shop, Pran and his mother, Mrs. Patel, try a new way to get to school each day. The results are a wacky week full of misadventure!

16 pages, 176 words

Genre:

Realistic Fiction

Focus:

- sequencing events
- understanding cause-and-effect relationships
- recognizing humor in stories

Supportive Text Features:

- familiar words and concepts
- repetitive, patterned sentence
- repetition at the beginning of each sentence
- humor used to engage the reader

High-frequency Words:

on, down, the, had, to, go, be, way, and, was, but, they, up, at, of

Common Core Standards

- R.1, R.2, R.4, R.6, 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

Las aventuras de Pran

See back page

Getting Ready to Read

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

- What might an adult do if his or her car broke down and wouldn't run?
- Tell me some ways that children travel to school.
- How might you get to school if you couldn't come the way you usually do?

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

- Hold the book. Call children's attention to the title. Read: "Pran's Week of Adventure." Tell children that the book is like a journal, telling what happened to a boy over one week.
- Have children predict what they would expect to see happen in the story.
- Show the back cover and read the copy. Ask children what kinds of adventures they think Pran and his mom might have on the way to school.
- 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 words that would go with a story about visiting a firehouse and begin with the letter of the unknown word. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains several high-frequency words and many familiar words that children may know by sight.
- The text on each left-hand page begins with a phrase that includes a day of the week: On Sunday, On Monday, and so on.
- The first sentence on each right-hand page begins with the phrase, "The ride was...;" the second sentence tells what the characters did next.
- There is no text on the last page, but

the picture sums up the events in the story.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on 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.

Reading the Book

1. **Set a purpose by telling children to read to find out how Pran spent his week.**
2. **Have children read the first few pages silently.** 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. Check comprehension with a simple comment such as: "Tell me how the story 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 to a page. You may want to record these "noticings."



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 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.
- 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 sentence or story.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Note the use of an exclamation point at the end of the last sentence.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit PRAN'S WEEK OF ADVENTURE to compare the different ways Pran gets to school.



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. Have children retell what happened to Pran and discuss the “adventures” Pran and his mom had when they tried different ways to get to school.**
- 4. Talk about the cause-and-effect relationships.** For example, The car was broken, so..., They fell asleep, so..., The ride was bumpy, so...
- 5. Find evidence in the story that the week had been full of trouble.**
- 6. Elicit children’s ideas of how Mrs. Patel must have felt at the end of the week.**
- 7. Brainstorm with children what might happen after the end of the story.** How will Pran get to school the following week?

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: Make a paper sign that Pran could use to get someone to help his mom get him to school. For example, children might create a help wanted sign or a ride needed notice.

Music: Teach children the song “The Wheels On The Bus.” Have them create a song innovation that shows all the trouble the Patels encountered. For example, “Pran and his mom took the bus, took the bus, took the bus. Pran and his mom took the bust, but went to the beach.” Try to include the cause and effect in each verse.



Science: Have children explore the kind of power needed to make each mode of transportation move. Sort the vehicles by the fuel used.

Math: Have children sort the vehicles in the story by fastest to slowest, cheapest to most expensive, quietest to noisiest, and so on.

Have children share the typical way they get to school: walking, carpool or car, public or school bus, subway, bike, commuter train, and so on. Record children's answers on the whiteboard or a chart. Make a bar graph showing children's answers. Discuss which way is the most popular.

Social Studies: Explore the modes of transportation available in the children's community. Invite visitors who use these different kinds of transportation to talk to children about their experiences. Look at or create a map of the school's neighborhood. Draw where the nearest bus stop is, carpool lane, parking lot, and walking entrances to the school.

Writing: Have children write about a time they traveled on one or more of the vehicles used by the Patels.

Have children describe how they get to school. Who accompanies them? What time do they have to leave home for school? How long does it take to get to school? Do they take the same way to school in the morning and in the afternoon?

Ask children to imagine or invent a new way

of getting to school. Have children write a story describing what would happen if they could fly to school? What about if they could ride a cloud, hover craft, horse, or dragon?



Guided Reading: G
EDL/DRA: 12
Intervention: 12

Guided Reading with

LAS AVENTURAS DE PRAN

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.

The Spanish edition has many familiar words. While some children will have had experience with the various methods of transportation used by the Patels, others will not. The story also uses cause and effect to show how hard the Patels tried to get to school each day. This also makes the book humorous.

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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