

Guided Reading with

SUMMER SUN RISIN'

Guided Reading: I

DRA: 16 Intervention: 16

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illustrated by Don Tate

Overview: This delightful, award-winning story takes us from sunrise to sunset as an African American boy spends an activity-filled summer day helping his family on their farm.

32 pages, 357 words

Genre: Realistic Fiction

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- reading a story written rhythmic verse
- understanding prepositional phrases
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- rhyming text
- short phrases
- sequential events

Phonics:

- /ar/ vowel sound

High-frequency Words:

up, one, on, the, by, in, at, on, a, it, I, for, to, out, and, all, go, as, down, is, his

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

El sol del verano

[See back page](#)

Getting Ready to Read

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

- What are rhyming words? Tell me some rhyming words you know. What makes words rhyme?
- What kinds of animals and machines might you see on a farm?
- What do you know about farms? How are farms useful to all of us (even if we don't live on a farm)?
- Describe what a reporter might see and do if he or she spent a whole day on a farm?

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

- Hold the book. Call children's attention to the title. Read: "Summer Sun Risin'."
- Ask children to use the title and picture on the cover to predict what they would expect to read about in the story.
- Show the back cover and read the copy. Ask children to think about what a boy and his family might do during a day on a farm.
- 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.
- Call children's attention to the word "Risín" in the title. Ask them what letter is missing at the end (g) and what replaced it (an apostrophe). Then have children look through the book for other words that have the same construction. (Each set of verses has one or two "clipped" verbs.) Talk about how people sometimes drop the /g/ sound when they say words ending in "-ing."

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 farm animals and farm life. 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 story is told in rhyming verses.
- The first and last verses are formatted differently from the rest of the story and serve as an introduction and conclusion.
- There are many "-ing" verbs that are "clipped," with an apostrophe replacing the final "g."
- The events are sequential and real.
- The illustrations support and extend the text, but most of the meaning is contained in the text.
- The image of the sun moves from left to right as the story progresses to indicate the passage of time. (The story takes place in one day.)

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 a boy and his family do during a summer day on their farm.

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." or "How is this story different from most of the stories we have been reading?" 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 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 dealing with the verse format of the text and clipped words?
- 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. Explore the old-fashioned, folksy feeling the author was trying to convey.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Explore how line breaks, phrasing, rhyme, and clipped words all help create a bouncy rhythm when the story is read aloud.
- Work with prepositional phrases. Point out the phrases that begin with “in” and “on.” Talk about how these words help explain the relationship between two items. For example: run on the floor, milk in a glass.
- Work with words from the story with /ar/ vowel sound: barn, stars, yard, yarn. Explore other words with these sounds in initial, medial, and final positions.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit SUMMER SUN RISIN’ to find clues in the text and pictures about the passage of time in the story.

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. **Discuss the story and how the boy and his family work on the farm.** Focus on how the activities change as the day goes on and the sun changes position in the sky.
4. **Have children take turns reading the verses aloud.** Encourage children to read with expression and feeling.
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. **Encourage children to look through the book for interesting or unfamiliar phrases, such as “egg in a cup,” and “shiny as a dime.”** Discuss what these phrases mean in the context of the story.
7. **Elicit children’s ideas about other activities the family might do during the day, or on a rainy day or winter day.** You may wish to record these ideas for a later activity innovating on the text.
8. **Brainstorm with children what might happen after the end of the story.** What might happen the next day the boy wakes up?

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: Show children some pictures of paintings of farms. Have them play "I spy..." using "in" and "on" prepositional phrases. For example, "I spy a rooster on the barn roof," or "I spy a farmer in the cornfield." Ask children to talk about the mood the artist conveys. As an alternative, ask children to decide what time of day is shown in the paintings and how they came to that decision.

Music: Have children sing the song "Old MacDonald." (Complete words and music can be found at: <http://kids.niehs.nih.gov/games/songs/childrens/oldmacmp3.htm>.) Then let children

innovate on the song about animals and activities depicted in SUMMER SUN RISIN'. For example:

Old MacDonald had a farm, E-I-E-I-O.
And on his farm he milked his cow, E-I-E-I-O.
With a squeeze, squeeze here and a pull, pull there.
Here a squeeze, there a pull, everywhere a squeeze and pull.
Old MacDonald had a farm, E-I-E-I-O.

Science: Put a sundial in the window and mark the time. Have children mark each hour as the day goes on. If possible, take children outside to notice the sun's position in the sky several times during the day. Notice the length of the shadows and the colors that seem most prominent. Help them to understand that as the earth rotates (turns on its axis), the sun appears in different parts of the sky. Use a light source and a small globe to experiment with rotation, revolution, and how these factor into the day and night cycle.

Discuss where food comes from: eggs from hens (not from the grocery store), milk from cows, bread from wheat, apples from trees, hamburger or steak from cows, tortillas or popcorn from corn, honey from bees, ham from pigs, and so on. Print out pictures of foods and their sources and have children sort the cards. Have children discuss where their favorite foods come from.

Math: Have children work individually to look through SUMMER SUN RISIN' and find items to count. For example, on page 8, count the red checks on the tablecloth. On pages 14-15, count the hens. On page 19, count the plants. On pages 28-29, count the wood planks in the porch floor. Have children



report their totals and then graph the results for the item with the most variation in number. You may also wish to introduce the concept of averages by finding the average number for the item graphed.

Social Studies: Reread the story and make a list of the daily chores the boy does. Then make a list of the daily chores children do in their homes. Discuss how the farm chores and children's own chores are similar and different. Help children draw some conclusions and make inferences about how the chores reflect similarities and differences in farm life and their lives.

If possible, have a class visit to a farm or farmers' market. Discuss the smells, sights, and tastes of the different foods available. How might the foods change each season? How does the food get from the farm to us?

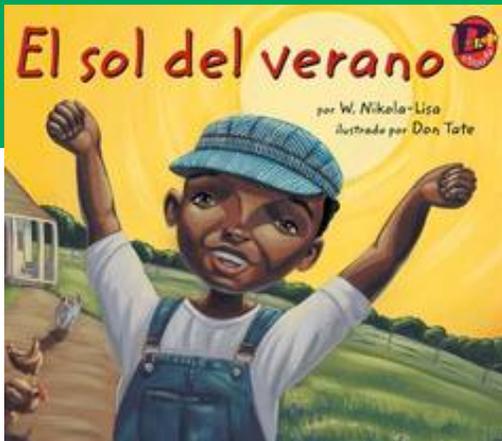
Writing: Have children suggest a list of "in" and "on" prepositional phrases. Then make a list of clipped verbs. Challenge children to write their own nonsense sentences using verbs and prepositional phrases from the lists. Children may then share their sentences with the group.

Make a list of descriptive words about the sun (hot, bright, and so on).

Have children describe a day at home and how they help around their home. What chores do they do? What other chores must be done?

Other resources: Check out this word search activity based on vocabulary found in SUMMER SUN RISIN':

https://www.leeandlow.com/images/pdfs/activities/Summer_Word_Search.pdf



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EDL/DRA: 16
Intervention: 16

Guided Reading with

EL SOL DEL VERANO

Guided reading level I is the benchmark for the end of first grade. 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 many familiar words. If children do not know some of the words, present them alongside synonyms to help deepen children's comprehension of the new words and the story. You might also use real objects to support the learning of new vocabulary.

The Spanish text is rhythmic and uses figurative language, but the verses do not rhyme in the same way the English does. Additional pre-reading discussion will support the students and will help them read the story with expression and feeling.

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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