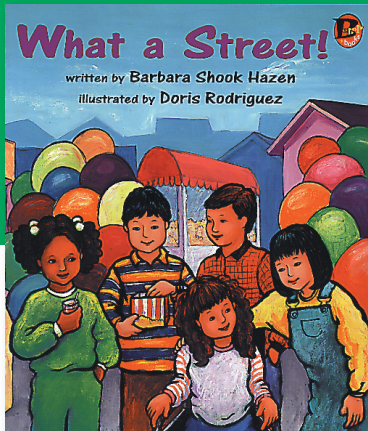




Guided Reading with

WHAT A STREET!

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Shook Hazen

illustrated by Doris Rodriguez

Overview: After a street fair, a group of friends clean up and change their street from a messy street into a neat street.

8 pages, 28 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- one-to-one matching
- reading a simple, patterned sentence
- recognizing a sentence pattern change
- using an exclamation point

Supportive Text Features:

- familiar words and concept
- patterned sentences
- strong picture/text match

High-frequency Words:

up, the, a, what

National Standards:

SOCIAL STUDIES: Friendship

SCIENCE: People in Motion

ELL/ESL:

¡Vaya calle!

See back page

Getting Ready to Read

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

- What might people do if their street got messy?
- What kinds of trash do you find in the street?
- Share with the group some things you might pick up if you were cleaning a street.

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

- Hold the book, calling children's attention to the title. Read: "What a Street!"
- Ask them to predict what they would expect to see children doing on the street.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them what they see children doing.

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 at the pictures and the beginning sound of the word.



4. Be aware of the following text features:

- The book contains familiar words: cans, cups, boxes, bottles, papers.
- There is a patterned sentence: "Pick up the cans."
- Only one word changes on each page.
- The first and last sentences follow a different pattern: "What a messy street." and "What a neat street!"

Reading the Book

1. Set a purpose by telling children to read how the children in the story cleaned up the street.

2. Have children read quietly, but out loud.

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.

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

- Do the words they say match the printed words in the book? (voice to print match)
- Do they look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go up to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying the individual letter sounds /p/ - /i/ - /c/ - /k/ or blending the sounds?

- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sound as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling:

"Try looking at the picture to make sense of the print."

Encourage children to take a guess or use the beginning letter sound.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using the beginning sound.
- Model how to reread the sentence if it doesn't sound right or make sense.
- Call attention to the high-frequency words children have learned and used.



After the First Reading

1. Have children confirm their predictions about the clean up.
2. Discuss how the street came to look so messy and why children might have decided to clean it up. Call children's attention to the cover and the booths in the backgrounds of the pictures on pages 2, 4, 6, and 8. Ask: "What clues do these pictures give us about the cause of the mess?" Remind children to use picture clues to add meaning to the words in the story. Also discuss why the children are wearing gloves.
3. Reflect on what children could do to keep the street neat.
4. Review the use of the exclamation point on page 8 and how this punctuation mark affects the way we read the words.
5. Call children's attention to the "s" ending to indicate more than one.

Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Music: Brainstorm songs to sing together while cleaning up the mess.

Art: Make a poster reminding people to throw their trash in the garbage cans.

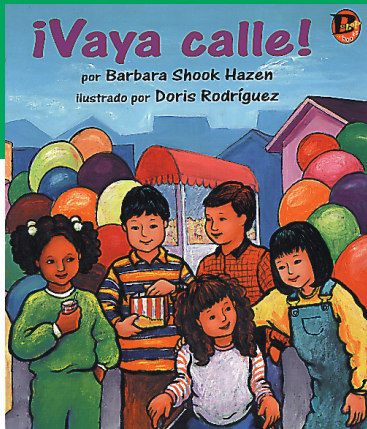
Math: Have children tape a paper bag to their desk or chair. At the beginning of the day, each child predicts how much paper trash they will make in school that day. During the day, children put any paper trash into the bag. At the end of the day, children count up the individual pieces of paper and compare it to their predictions. Children do this every day for a week, graphing the daily results.

Science: Talk about recycling and how the trash in the story might be reduced, reused, or recycled. Help children explore why recycling is important.

Social Studies: Invite someone from the town who is involved with recycling or cleaning up after a town event. Have children ask the person about the kinds of trash that people leave on the ground. Brainstorm ways to encourage people to use trash cans.



BEBOP CLASSROOM CONNECTION



Guided Reading: C
EDL/DRA: 3
Intervention: 4

Guided Reading with

¡VAYA CALLE!

The Spanish edition also uses a patterned sentence and familiar words: **latas, vasos, cajas, botellas, papeles**. Because many children speak dialects or may mix Spanish and English, it will be important to address the words used for the trash during the introduction. Help children understand that “book language” does not always match the words we use every day.

Call children’s attention to the use of the exclamation points in the title and at the beginning and end of the first and last sentences. Explain what the marks mean.

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

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Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

INT. (Intervention) Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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