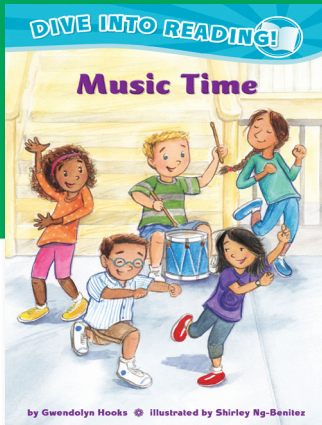




# BEBOP CLASSROOM CONNECTION



32 pages, 334 words + activities page

## Genre:

Realistic Fiction

## Focus:

- reading and following conversation
- following a longer story
- maintaining meaning
- sequencing events

## Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- pictures support and extend the story

## High-frequency Words:

*a, are, and, asked, but, do, don't, for, go, had, have, his, I, let, my, on, out, play, said, stop, the, then, this, to, too, was, want, went, were, with, what, when, you, you're*

## Standards:

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

Guided Reading with

## MUSIC TIME

*Guided Reading: I*

*DRA: 16*

*Intervention: 15*

*written by Gwendolyn Hooks*

*illustrated by Shirley Ng-Benitez*

**Overview:** Henry wants to be a rock star drummer. He practices whenever he can, but sometimes he wants to play with his friends. How can he practice and play with his friends too?

## Getting Ready to Read

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

- What musical instrument do you like to play? What kind of music do you like to dance to?
- What types of musical instruments do you know? What kinds of sounds do they make?
- Tell me about a time when you had to practice or do a chore, but you really wanted to play with your friends. Were you able to do both? How did you do both?
- Share a time you were considerate of someone else's feelings. Have you ever had a time your parent/caregiver asked you to play more quietly or elsewhere? How did you change what you were doing to be considerate?

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

- Call children's attention to the title: *Music Time*.
- Tell children that this book is about a boy who likes to play the drums. Ask children to predict what might happen in the story and how Henry can practice and play with his friends at the same time.
- Show the back cover and read the copy. Ask children why they think it might be difficult for Henry to practice playing his drum and play with his friends at the same time.
- 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 they see happening 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 continue reading beyond 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 they know that have to do with sound and playing the drums, and that 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 story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different numbers of sentences on each page; many sentences require a return sweep.
- Multisyllabic words are used.

- Point out the words, *BOOM, BOOM, BAM* on pages 5, 20, and 26, and *HENRY* on page 6. Let students know that the capitalization is used to indicate that those words should be spoken with a louder voice.
- Exclamation points are used to emphasize action and responses.
- The pictures enhance the story, but most of the story is told in the text.
- The last page has instructions on how to make a drum out of everyday materials.

**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 find out about 1) how Henry is able to practice his drum and play with his friends at the same time and 2) how Henry learns to compromise with his mom so they both get to do what they want to do.**

**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 on comprehension with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, re-reading, turning back to a page. You may want to make notations about what you observe.

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

- Do they have multiple sources for information? Have they begun to crosscheck, using a variety of strategies, and self-correct?
- Do they rely less on pictures and more on print when reading?
- Do they have a strong sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they easily move from page to page?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to their own experiences?
- Do they read more automatically and with fluency?
- Do they react to the text even though they are reading silently?
- Have they begun to draw conclusions and make inferences?

### 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 as 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 will help them get meaning in the most efficient way, such as: “Did you think about chunking the word?” or “Did you think about reading the rest of the sentence and then going back to 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 from the known to the unknown when encountering new words.
- Work with inflectional endings: the “-ed” form of verbs.
- Work with word endings such as “-ly” and “-er”. Provide students with the base words, quiet and loud. Have students add on “-ly” and “-er” and make sentences using the base word and the words ending in “-ly” and “-er.”
- 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, and solution.
- Review how to determine what is important in a picture or sentence.
- Modeling asking questions or making “I wonder...” statements to extend



comprehension.

- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, and question marks in dialogue.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Music Time* to review how Henry is able to practice his drum and play with his friends at the same time.

### After the First Reading

- 1. Have children tell what they learned about Henry and his drum in the story and confirm their predictions about what happened.** Ask children to talk about how Henry was able to practice his drum and play with his friends at the same time.
- 2. Discuss why Henry has to go outside and practice his drum and how he figures out how to play with his friends at the same time.**
- 3. Elicit children's ideas about Henry's problem-solving skills.** What does Henry learn about problem solving in this story? How does Henry figure out how he can play his drum and listen to his mom's instructions to play quietly? Have children think about the three ways Henry is creative in solving his problems: playing more quietly, changing drums and going outside, making a new game that includes his friends and drum, and drawing in his room. What problem was he trying to solve with each solution?
- 4. Have children compare how Henry listens to his mom in the beginning versus end of the book.** How does Henry learn to respect his mother's wishes so that she can do her work?
- 5. Ask children if their family members have ever asked them to play quietly.** What did they

do? How did they figure out how to play while respecting their family members?

**6. Talk about how playing the drum makes Henry feel.** Why do you think Henry likes to play the drum? If you play an instrument, how does it make you feel?

**7. Ask children to talk about anything in the story that surprised them.**

### Second Reading

- 1. Have children reread the book silently, in a whisper voice, 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:** Have students create their own musical instruments using classroom materials. See the back page for the activity in *Music Time* on how to create your own drum using a coffee container and construction paper. What other



instruments can students create using similar items? Have students brainstorm a list of instruments before beginning the art activity.

If you play different examples of drums (solo or accompanied by other instruments), encourage children to draw while they listen. Encourage children to think about the mood and tone of what they hear and how it makes them feel.

**Music:** Play some videos of drumming or set up a listening station featuring drumming from around the world and in the United States. What are the features of a drum? What do drums around the world have in common? How are drums unique from other instruments?

If possible, bring your class to a high school band performance or invite an older student who plays the drums to class for students to interview and hear the drums.

**Science:** Have students investigate different sounds instruments make. How are those sounds made? How do they sound similar? How do they sound different? Have students make a chart of different instruments on the left and describe their sounds on the right. Have students experiment with various sounds from instruments they create during the Art activity.

**Social Studies:** Have children learn more about drums and how they are used in different kinds of music across the world. Have students learn more about specific kinds of drums and their origins. How are those drums important in that region? What kind of music are they used for? What does the music sound like? Have students create a map of the different drums to refer to.

Read other stories featuring drums, including: *Drummer Boy of John John* (<https://www.leeandlow.com/books/drummer-boy-of-john-john>) and *Drum, Chavi, Drum* (<https://www.leeandlow.com/books/drum-chavi-drum-toca-chavi-toca>).

leeandlow.com/books/drum-chavi-drum-toca-chavi-toca). How does each character use a drum to solve a problem?

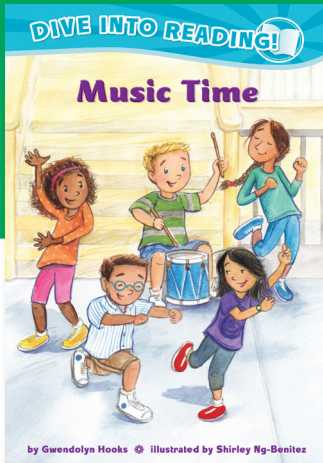
recall the sounds?

**Writing:** Encourage children to write and draw an illustration about something they have to practice. Whether it's a musical instrument, sport, or other activity, have students write about the importance of practice and why it's necessary to practice something. How does doing this activity make them feel when they practice? What about after?





## BEBOP CLASSROOM CONNECTION



**Guided Reading:** I

**DRA:** 16

**Intervention:** 15

*The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.*

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.

## English Language Learner Activities With

### MUSIC TIME

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3. Depending on children's level of English proficiency, after the second reading:

- Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
- Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.

4. Have children give a short talk about what they admire about Henry and his drum. Alternatively, students can describe what they admire about instruments they are familiar with and why they enjoy them.

5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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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.

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