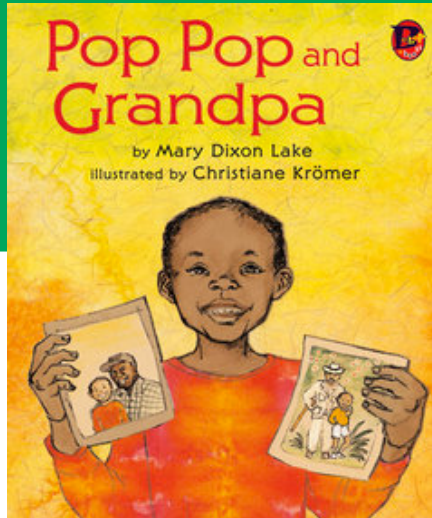




16 pages, 195 words

Genre:

Realistic Fiction

Focus:

- understanding the author's message
- connecting personal experiences with a story
- making comparisons; looking for similarities and differences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- alternating but related text passages

Phonics:

- /al/, /ay/ vowel sounds

High-frequency Words:

when, I, go, to, see, the, in, on, way, his, an, find, and, we, at, he, a, likes, with, them, have, make, one, for, are, but, them, they

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

Abu y Tata

See back page

Guided Reading with

POP POP AND GRANDPA

Guided Reading: H

DRA: 14 Intervention: 13

written by Mary Dixon Lake

illustrated by Christiane Krömer

Overview: A young boy goes to visit his African American grandfather in the Southern United States and his Latino grandfather in the Caribbean. His two grandfathers may be different, but they have one special thing in common.

Getting Ready to Read

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

- What do you do when you visit your grandparents or other older adults?
- What might you be able to do on a farm?
- What might you be able to do in a city?
- What might you be able to do on an island where it is always warm?

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

- Hold the book. Call children's attention to the title. Read: "Pop Pop and Grandpa." Talk about the names children use for their grandfathers (and grandmothers).
- 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 what the boy might do during his visits.
- 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 grandfather 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 numerous high-frequency words and many familiar words that children may know by sight.
- The story is written in narrative form.
- Some phrases are repeated to show similarities and differences between the boy's experiences with his two grandfathers.
- Several compound words are used.
- Ellipses are used on page 8 to indicate a pause.
- Illustrations support the text, but much of the story is contained in the text.

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 about what the boy does while he is visiting his grandfathers.**
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. Point out the ellipses and exclamation point on page 8 and the exclamation point on page 16.
- Point out the following compound words: *airplane*, *sometimes*, *bedtime*, *basketball*, *baseball*, *homerun*. Review how compound words are formed and how this is sometimes a clue to their meanings.
- Work with words from the story with initial /a/ and /ay/ vowel sounds: stall, basketball, baseball; way, play. Explore other words with these sounds



in other positions.

- Work with the plural noun endings “-es,” as in domino/dominoes, and with words in which the final “y” is changed to “i” before adding “-es,” as in story/stories and party/parties.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit POP POP AND GRANDPA to compare the two grandfathers to each other, as well as to compare the grandfathers in the story to the children’s own grandfather(s).

After the First Reading

- 1. Have children confirm their predictions about what happened in the story.**
- 2. Elicit children’s ideas about how the boy might have felt when he visited each grandfather.** Let volunteers tell about visits they may have taken to their family members’ homes.
- 3. Talk about why the boy enjoyed both visits.**
- 4. Explore the similarities and differences between life on a farm and life in a small island city.**
- 5. Discuss the role grandparents play in children’s lives.** Connect the story to children’s experiences with their own grandparents.
- 6. Brainstorm with children what might happen after the end of the story.**

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: Point out the “snapshots” the boy is holding on the front cover of POP POP AND GRANDPA. Then give children a sheet of paper on which to draw a frame (a rectangle with four triangles in the corners) around the edges. In the center of the paper, let children make their own pictures of a time they spent with a grandparent or other older adult. Children might create their snapshots using crayons, colored pencils, markers, collage, paint, or any other materials available in the



classroom. Display the snapshots around the room or let children take them home to their grandparents.

Music: Play some recordings of salsa music for children. Ask them to clap along with the beat or use rhythm instruments to accompany the music. Have children share their ideas about why the boy and Grandpa enjoyed the salsa dancing.

Next play some jazz recordings and have children talk about why Pop Pop might have liked jazz so much. Finally, challenge children to compare the sounds of jazz and salsa.

Have children bring in a song or music that is special to their family. Children can interview their families to learn about what kind of music it is and why it is special to them. Let volunteers share the music and talk about the music with the class.

Science: Display pictures of airplanes and trains. Brainstorm ideas about what it is like to travel on planes and trains, and encourage children to share their experiences. Then explore how trains and airplanes move. How are they the same? What are the differences? Why do they both have wheels? What do they use for power? What other sources of power are used to move things? Which is faster: a train or airplane?

Math: Have children look at dominoes and show them how to play if they are not already familiar with the game. Then talk about how math plays a role in the game. Do the same with checkers and a checkerboard. As an extension, read children *THE KING'S CHESSBOARD* by David Birch and discuss about the way math is used in the story.

Have children look at how many miles it is

between their town and the Caribbean. On a travel website, show children how many hours the flight would be and how much it would cost.

Social Studies: Read children some other stories that feature relationships between children and their grandparents. If possible, try to select stories with characters from a wide range of cultures and backgrounds. (Many such stories are available in libraries and bookstores.) After reading a few stories, have children talk about what the children in the stories did with or learned from their grandfathers. Also discuss the similarities and differences among the grandchild-grandfather relationships depicted. Book suggestions:

BABU'S SONG: <https://www.leeandlow.com/books/2357>

CHACHAJI'S CUP:

<https://www.leeandlow.com/books/2774>

GRANDFATHER COUNTS:

<https://www.leeandlow.com/books/2399>

GRANDFATHER'S STORY CLOTH:

<https://www.leeandlow.com/books/2899>

HOT, HOT ROTI FOR DADA-JI:

<https://www.leeandlow.com/books/2749>

RAINBOW STEW: <https://www.leeandlow.com/books/2816>

TASHI AND THE TIBETAN FLOWER CURE:

<https://www.leeandlow.com/books/2758>

THE BLUE ROSES: <https://www.leeandlow.com/books/2365>

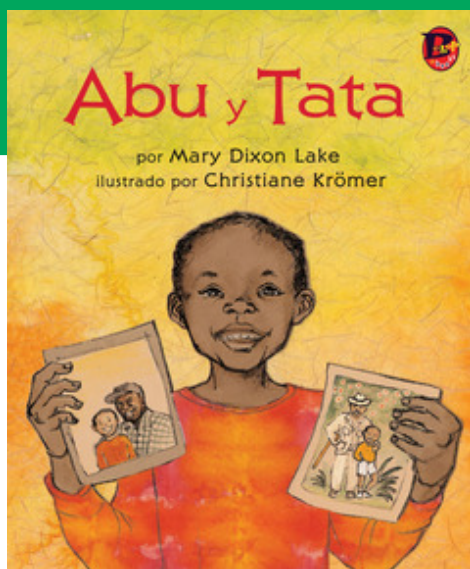
Writing: Have children write letters to their own grandfathers (or grandmothers or other older adults) asking if they could visit their grandparents and suggesting some activities they might share.

Have children write a paragraph describing one of their grandparents in as much detail as possible. What do they like to do? What kind of music or games do they like? What is their favorite food?

Ask children if they could take a train or plane anywhere, where would they go and why? Would they want to take a plane or train there? Why?



BEBOP CLASSROOM CONNECTION



Guided Reading: H
EDL/DRA: 14
Intervention: 14

Guided Reading with **ABU Y TATA**

Children reading at 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. The Spanish edition has many familiar words. In Spanish, the grammatical construction to show something is pleasant or that it is liked is an idiom. Call children's attention to the phrase: "**A Abu le gusta jugar...**" on page 8. Show them how the same construction is used on page 12 in the phrase, "**A Tata le encantan....**" Also point out the use of an exclamation point at both the beginning and end of the exclamatory phrase on pages 8 and sentence on page 16. The marks appear "upside down" at the beginning and "right side up" at the end. Discuss with children the difference between the inclusive word "**abuelo**" and the more personal, endearing words "**Abu**" and "**Tata**." Ask children to share special words or names they have for their own grandparents. Explore the origins of the names. 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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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.

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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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