



Guided Reading with
TWO SWEET PEAS

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Realistic Fiction/Poetry

Guided Reading: J

DRA: 18

Intervention: 18

24 pages, 827 words, plus Definitions

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are encouraged to: 1) make connections between their own experiences and the story, 2) “get” the author’s message and be able to discuss it with other readers, and 3) apply their reading skills and strategies. 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.

Focus:

- understanding the author’s message
- connecting personal experiences with a story
- reading with expression, emphasizing rhythm and rhyme
- following a longer, more complex story
- reading a narrative story told in verse
- understanding poetic language and forms

Supportive Text Features:

- familiar words and concepts
- rhyming text
- short phrasing in text
- sequential events

Essential Components of Reading Instruction:

Phonics: long /a/ vowel sound /spelling patterns; initial consonant blends and digraphs

Vocabulary: Africa, plains, zebras, untamed, nature, butterflies, Heaven, boxes, neighbors, secrets, *coquí*, *Abuelo*, island, breeze, magic, tomatoes, telescope, remain, whisper, brownies, supply, whistle, surprise, amazing, *bueno*, scent, flit; sound words; compound words; contractions; possessives

Fluency: reread the story independently or with a partner

Comprehension: determine what is important, make connections, ask questions

High-frequency Words: when, I, was, me, she, said, your, be, as, the, you, and, with, in, her, we, a, all, went, to, that, on, our, like(s), they, had, then, could, if, after, away, too, it, saw, but, day, by, my, play, see, there, for, from, what, do, one, were, now, out, make(s), two, this, how, up, his, before, he, not, so, us, can, will, than, at, just, who, has, have, don't, their, little, here, where, come, very

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:
 - Have any of you moved to a new home recently? Let's talk about the reasons people sometimes decide to move.
 - Sometimes people have small gardens outside. What kinds of things might someone plant in a garden?
 - How do you feel when you are someplace new and have to make new friends? What makes it easier to make friends? What makes it more difficult?
 - Think about some of the poems we know. What are the differences between poems and stories? Do you think poems could be used to tell a story? Why or why not?
2. Connect children's past experiences with the story:
 - Call children's attention to the title. Read: Two Sweet Peas.
 - Ask children to use the title and picture on the cover to predict what might happen in the story. How do they think the title relates to the two girls?
 - Show the back cover and read the copy. Ask children to think about what kind of things might help the girls' friendship grow?
 - Have children suggest some words they might read in the book.
 - Give children the book and have them look through it. Call attention to the titles of the poems and help children understand that this story is told in a series of poems.
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 use known sound chunks to decode unknown words, and to read on, returning to the word after completing the sentence.
 - Tell children also to think about what they know about families, making friends, and gardening. Then encourage them to choose a word that makes sense in the sentence.
4. Be aware of the following book and text features:
- The book contains numerous high-frequency words and many other familiar words. Many descriptive words are also used.
 - The story is written in the first person and told in a sequential series of poems.
 - Story events taking place over an extended period of time.
 - The amount of text on each page and placement of text varies throughout the book. Some pages contain only one poem. Others contain two poems.
 - Rhythm and rhyme are used throughout. Some poems rhyme. Some do not. Some contain repetition of phrases.
 - Commas, exclamation points, ellipses, dashes, quotation marks, and italic type provide support to help children read the poetic text. Most poems use standard capitalization and punctuation.
 - Pronunciations and meanings of the Spanish words appear on pages 11 and 20.
 - The illustrations support and extend the story, but most of the meaning is contained in the text.

Reading the Book

1. Set a purpose by telling children to read about what happens to two girls who are nicknamed "Two Sweet Peas."

2. Have children read the story silently. Each child should be reading at his or her own pace. After the group has read a few pages, check for understanding with simple comments such as: "What is the story about?" or "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."

3. Look for these reading behaviors during children's first 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?
- How are they dealing with following a longer, more complex story? Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?

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 try doesn’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 that 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.
 - Model asking questions or making “I wonder . . .” statements to extend comprehension.
 - Review how to determine what is important in a story. Talk about the feelings the author was trying to convey.
 - Compare the rhyming poems with non-rhyming poems. Talk about the rhythm and rhyme helped children read the poems.
 - Explore how line breaks, phrasing, rhythm, rhyme, and new uses of familiar words all help make the poems interesting, yet easy to understand.
 - Review using punctuation marks to guide the meaning-making process. Commas, exclamation points, ellipses, dashes, quotation marks, and italic type provide support to help children read the story with expression.
 - Work with the long /a/ vowel sound and explore the various spelling patterns that can represent this sound: “a” as in made, baby; “ai” as in pain, remain; “ay” as in may, play. Explore other words with this sound and spelling patterns.
 - Work with words from the story with initial consonant blends and digraphs, including flowers, plan, dream, stood, trash, she, thump, there, whisper.
 - Note the various uses of italic type in the poems: for a Spanish word and to set off a poem within the poem on page 11; for sound words on page 12; for emphasis on page 19, for a Spanish word on page 20.
 - Talk about the use of quotation marks in various poems to indicate what the characters said.
 - Point out the following compound words: friendship, butterfly, forever, everything, sometimes, something. Review how compound words are formed and how this is sometimes a clue to their meanings.
 - Call attention to the following contractions of pronouns: we’d, she’d, it’s, wouldn’t, there’s, we’re, we’ll, he’ll, don’t, you’ll, you’ve, we’ve. Review the use of an apostrophe to take the place of the missing letters. Then introduce the following contractions of nouns: name’s, one’s, planting’s. Talk about how these contractions are similar to the more familiar ones of pronouns.

- Talk about the use of an apostrophe plus “s” to nouns to form the possessive: Abuelo’s, Ana’s, Green’s, summer’s Mama’s. Review how this shows belonging to or possession.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit TWO SWEET PEAS to find parts of poems that suggest Africa’s feelings at different points in the story.

After the First Reading

1. Have children confirm their predictions with what they actually read about in the story.
2. Connect children’s own experiences with moving and friendship to those described in the poems. Also explore children’s reactions to events in the story.
3. Discuss the importance of showing kindness and appreciation for others. Talk about how Africa and Ana do this in the book.
4. Have volunteers read their favorite poems aloud and talk about any personal connections they made with those poems. Also encourage children to compliment each other after the readings.
5. Choose two poems written in different formats, such as “The Butterfly Garden,” and “The Remember Garden.” Have children note and talk about the differences. Compare other pairs of poems to call children’s attention to the variety of poetic forms used in the book.
6. Compare the use of language in TWO SWEET PEAS with TEN ONI DRUMMERS, which also contains rhythm and rhyme.

Second Reading

1. Have children reread the poems silently or to a partner.
2. This is a time for assessment. Keeping notes on children’s progress during 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: This story has descriptions of many events and places not pictured in the illustrations. Let children choose passages from the poems that appeal to them

and then make their own drawings or paintings, using the passages as a guide to some of the details to include.

Music: In the poem “Listen to Your Heart,” Africa and Ana look at the stars with Africa’s father. Have children sing the song “Twinkle Twinkle Little Star.” (The words and music can be found at: www.niehs.nih.gov/kids/lyrics/twinkle.htm.) Ask children to innovate on the song, making up lyrics that relate to Africa and/or Ana. Other songs that relate to themes or topics in some of the poems can be found at: www.niehs.nih.gov/kids/musicchild.htm.

Science: Two kinds of gardens are described in the story: a butterfly garden (page 4) and a vegetable/flower garden (page 16). Have children research both types of gardens and then compare and contrast them. The Bebop Books title LEO AND THE BUTTERFLIES provides a good introduction to butterfly gardens. Africa’s grandma calls Africa and Ana her “Two Sweet Peas.” Have children learn more about peas—the different types, how they grow, the best ways to cook them, and so on. Seed catalogs usually have pictures and information about many kinds of peas. If possible, bring in a variety of different kinds of peas for children to taste (raw snow peas, sugar snap peas, and shell peas; large- and small-size canned peas; frozen peas; and so on).

Math: In “A New Friend,” Africa says she lives in apartment number 4 and Ana says she lives in number 2. Have children who live in apartment houses find out how the apartments in the building or on each floor are numbered. For children who live in houses, have them find out how the houses on their block are numbered. Encourage children to look for number sequences and patterns, and then report their findings to the class. Compare the numbering systems used in different situations. See if children can draw any conclusions from their data.

Social Studies: Read “The Coqui” aloud. The definition at the bottom of the page says *coqui* are found in Puerto Rico. Help children locate Puerto Rico on a map. If any children are from Puerto Rico or have relatives there, ask if they would like to share some information about Puerto Rico with the class. To get children started, you might prompt them with questions such as: What is the weather like? What foods are popular? Are the trees and plants different from those here? What are they like? As an alternative, children can research the answers to these questions as well as finding out more about Puerto Rico. One of the ways Africa remembers her mother is by planting special flowers in the new garden. Ask children how they think Africa felt every time she saw the flowers. Talk about the different things people can do to remember special people, places, or things they have known or experienced. If appropriate, introduce the word “memorial” into the discussion, in relation to Africa’s and Ana’s garden. You might also take children on a field trip to visit memorials in your neighborhood, town, or city.

Writing: Brainstorm a list of poem topics that could be added to the story in TWO SWEET PEAS. Choose one or more topics and write a class poem or poems, or let children work independently to write their own poems. They may model their poems on one of the formats used in the story, or come up with their own formats. Make sure children understand that poems do not have to rhyme.



Guided Reading with **LAS DOS INSEPARABLES**

Guided Reading: J

EDL/DRA: 18

Intervention: 18

24 pages, 777 words, plus Definitions

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All of 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 confidence, fluency, and comprehension. This is a time for growing 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. Following are additional suggestions and support for instruction with the Spanish edition.

Phonics skills to focus on include: /gr/ consonant blends; /ch/ consonant digraph; exploration of the /y/ sound for "ll" (double L) and "y;" and the hard /k/ sound represented by the "qu" spelling when used with vowels "e" or "i," while the "u" is silent.

The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: tarea, África, los llanos, libre, naturaleza, esperanza, mariposas, cielo, vecinos, secretos, coquí, abuelo, isla, brisa,

tomates, telescopio, huerto, voluntad, realidad, raíces, aroma, bizcochos, inseparables, maravilla, emocionado, orgullosas, modales, minúscula, marina, magia, solar, enfermar, rastrillaba. Unfamiliar words may be presented along with synonyms to help deepen children's comprehension of the words and the story. Also talk about words with the plural noun endings "-s," "-es."

For dual-language children, cognates may also be used, such as: África/Africa, africano/African, Mamá/Mama, genuina/genuine, naturaleza/nature, jardín/garden, delicadas/delicate, flores/flowers, aire/air, secretos/secrets, emociones/emotions, isla/island, brisa/breeze, magia/magic, no/no, telecopio/telescope, perfecto/perfect, tomates/tomatoes, chocolate/chocolate, plantar/to plant, invitación/invitation, sorpresa/surprise, aplauden/applauded (clapped), especial/special, observa/observe (watch).

The story is told in a series of sequential poems, some of which rhyme. Talk with children about how to read poetry expressively. Note the line breaks, which indicate how to phrase the text; exclamation points, which indicate emotion; and italic type, for sound words and to indicate special emphasis. Also review the use of dashes to set off what characters in the story say.

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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