

Guided Reading with

Marina the Whale

Guided Reading Level: I

DRA Level: 16

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Overview: Read this story to find out what happens when Marina the whale doesn't listen to her mother.

About the Book

Page number: 16, Word Count: 325

Genre: Fiction

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a longer word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to punctuation, including quotation marks, commas, and end

punctuation

- use text to visualize events
- maintain comprehension over more detailed text episodes
- determine author's message using evidence from the text

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some content-specific vocabulary
- varied sentence lengths

High-frequency words:

- *the, my, is, I, am, a, in, off, of, and, where, was, there, are, to, her, she, can, me, from, as, when, go, with, it, come, see, have saw*

Phonics:

- review r-controlled vowels ar, er, or (e.g., Marina, are, sharks, far, mother, water, winter, born, north, corals)
- long vowel digraphs ea, ee, oa, ai (sea, year, near, seen, coast, boat, tail); compare to instances of long vowels with silent e (e.g, whale, here)
- diphthong ou (e.g, group vs. lighthouse)
- syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words (e.g., reminds, protect, predators, travel)
- Common Core Standards:
- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10

ELL/ESL: Marina la ballena

See last page

Getting Ready to Read

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

- Why should children listen to their parents or caregivers? What might happen if a child doesn't listen?
- What might happen when young kids want to explore?
- What do you know about ocean environments? What kinds of animals live in the ocean?



- How do some animals travel when the seasons change?

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

- Hold the book. Call children's attention to the title. Read: "*Marina the Whale*."
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict what will happen when Marina the whale doesn't listen to her mother.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures.
- Ask them to tell what they notice about the pictures as they turn each page.

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, or blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the story.

4. Be aware of the following text features:

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine and/or focus on a set of words with similar spellings or sounds.

- Content-specific and other useful vocabulary words and phrases include: gray whale, ocean, "Pacific coast of Mexico," reminds, protect, predators, north, corals, dangers, realize, dolphin, lighthouse, sea turtle, shark, cave, splash, scolds
- The text has a typical problem and resolution structure with multiple plot episodes. Marina the gray whale gets lost from her mother during their migration. She asks several ocean animals for help until her mother finds her.

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. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what happens when Marina doesn't listen to her mother.



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.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

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 or letter by letter 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 conversations in the text?
- 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?
- Are they drawing conclusions and making 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 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:

- Call attention to all the high-frequency words children have learned and used.
- 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 picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide



the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.

- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what happened when Marina didn't listen to her mother.

2. Ask questions like:

- Where do Marina and her mother spend the winter? Why? What do they do?
- Why do Marina and her mother travel? What does Marina's mother tell her at the beginning of the journey?
- Who is the narrator of the story? How do you know?
- What happens while the whales are swimming? What might Marina have been thinking when she swam off?
- Who does Marina ask for help?
- What happens with the shark? Why do you think Marina's mother scolds her?
- What lesson does Marina learn?
- Does this book remind you of experiences in your own life or other books? Explain your connections.
- What parts of this book do you think are

realistic? What parts are probably fiction? Explain your thinking.

- How is Marina's mother brave?
- How does Marina's mother take care of Marina?
- Why do you think the authors want to share this story with young people?
- While the shark was not helpful to Marina, which strangers were trying to be helpful?
- What advice does your family have for you if you get lost? What advice could you share with Marina?

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

Language: Summarize the story elements and main events in the book on a chart. List the characters, setting, problem, events and resolution together.

Review the importance attending to punctuation to help fluency and comprehension. Practice reading sections of the text aloud, focusing on using punctuation.

Invite students to make simple popsicle stick puppets and act out this story.

Revisit the “lesson” this story aims to teach about listening to adults to stay safe. Brainstorm other important lessons to teach young children. Invite students to create their own animal stories that teach a lesson, using the structure of the text as a guide.

Review the sounds of the r-controlled vowels ar, er, and or using words from the book as examples (e.g., Marina, are, sharks, far, mother, water, winter, born, north, corals). Practice sorting, reading and spelling other words with these spelling patterns.

Review the long vowel digraphs ea, ee, oa, ai using words from the book as examples (e.g., sea, year, near, seen, coast, boat, tail). Practice sorting, reading and spelling other words with these spelling patterns. You might also compare these words to words that spell long vowels with silent e (e.g., whale, cave, here, close).

Review the sounds of diphthong ou using words from the book (e.g., group vs. lighthouse). Practice reading and spelling other words with this spelling pattern and sorting them by sound. Connect the two sounds of ou to diphthongs oo and ow.

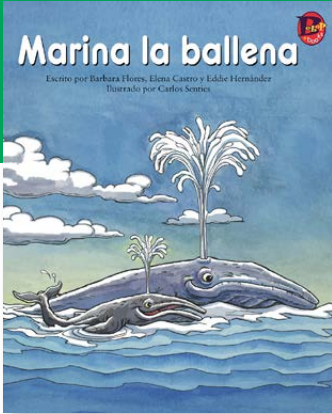
List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables and how that’s helpful to read the words. Talk about examples of different types of syllables. You might focus especially on potentially unfamiliar vocabulary words that are useful in many contexts (e.g., reminds, protect, predators, travel).

Science: Use nonfiction texts or online resources to learn facts about gray whales. List the facts students find on a chart. Compare research to the book. Are the book details realistic?

Research other ocean animals that migrate. Organize information on a chart. For instance, list each animal’s winter home, summer home, and travel habits, starting with gray whales.

Social Studies: Find and mark the gray whales’ route described in the text on a map.

Art: Invite students to create a collaborative ocean mural inspired by details from the book. Ask them to paint a background and then draw or print pictures of animals and other items to collage.



Guided Reading with **Marina la ballena**

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Noun Support

The following nouns are listed in the story about Marina the whale: ballenas grises, el agua, del océano, costa pacífica de México, el invierno, peces, el océano, el mar, predadores, los tiburones, el Verano, norte, los corales, pececitos, rocas, delfín, el faro, tortuga de mar, barco, una cueva, la cola, chapoteo, los peligros

Print each noun on individual index cards that are small enough to be labels. Photocopy the illustrations and cover the text so that students cannot see the nouns. With the word cards, have students place the appropriate word card for the noun on the photocopied illustrations.

Verb and Adjective Support

The following verb/action words describe Marina's journey north and the different animals she encounters in the ocean:

nací, pasamos, cerca, jugar, recuerda, nadar,, protegerme, pueda, iremos, vamos, ir, reunimos, quedarte, veo, llegar, pregunto, vi, contesta, visto, llevaré, levanta, crea, asusta, dije, mantuvieras, regaña, pongo

The following adjectives describe Marina's journey north and the different animals she encounters in the ocean:

gris, tibia, cerca, de colores, frío, pila, lejos, grupo, de mar, gran

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes Marina's journey north and the different encounters she faces in the ocean.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements and questions used throughout the story. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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.

Encourage students to create an illustration of their favorite spread from the story and to write a sentence using the nouns, verbs, and adjectives they learned in the story.

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