

Guided Reading with

RAFI AND ROSI CARNIVAL!

Guided Reading: K

DRA: 20

Intervention: 20

by Lulu Delacre

Overview: Carnival is here! This marvelous festival from Puerto Rico offers many opportunities for mischief!

64 pages, 1592 words + contents, glossary, additional information, activities

Genre: Informational Fiction

Focus:

- understanding the author’s message
- connecting personal experiences/ background knowledge to a story
- following a longer, more complex story
- maintaining meaning
- sequencing events
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures
- sequential events
- pictures support and extend the story
- contents page, chapter headings, and page numbers
- glossary and pronunciation guide
- additional background information

Common Core Standards

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

ELL/ESL

Rafi y Rosi ¡Carnaval! [See back page](#)

Getting Ready to Read

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

- What do you like to do with your sibling(s), cousin(s), or best friend?
- What does it mean to make mischief? Have you ever played a trick or joke on someone? What happened?
- Tell me what you know about carnivals and parades.
- Tell me what you know about periscopes and situations where they might be helpful.

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

- Call children’s attention to the title. Read: “*Rafi and Rosi Carnival!*”
- Tell children that the book is about a brother and sister enjoying and participating in Puerto Rico’s annual Carnival festival. Ask children to predict what might happen in the story and how Rafi and Rosi might feel about the events and traditions of the festival.
- Show the back cover and read the copy. Ask children what mischief they think Rafi and Rosi will find (or take part in).



- Explain that Rafi and Rosi are *coquíes*, tree frogs, but they also act like children.
- 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 in the story as they turn the pages.
- Point out the story is divided into chapters and explain or review the concept of chapters. Highlight the chapter headings, page numbers, and glossary.

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?"
- There are a few Spanish words in the English text. Help children find the glossary and pronunciation guide on page 4 and urge them to use the glossary for help with unfamiliar words.
- 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. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about words that would go with a story about Puerto Rico, festivals/parades, or playing with siblings/a best friend 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, chapter headings, a glossary and pronunciation guide, additional background information, and activities.
- The book contains numerous high-frequency words and many other familiar words. High-frequency words:
a, an, after, all, and, are, asked, at, back, be, big, but, by, came, could, day, come, could, did, do, for, from, get, go, going, had, have, he, her, here, him, his, I'm, in, into, is, it, little, look, me, my, now, of, on, one, out, put, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, very, was, went, were, what, when, where, with, you
- 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. Placement of text varies throughout the book.
- The story events are sequential and take place over an extended period of time.
- Several compound words (e.g. *backyard*) and multisyllable words (e.g. *periscope*) are used.
- Suffixes used: -s, -ing, -ed, -er, -ly, -est.



- Words that should be read with special emphasis appear in all capital letters: PLEASE on page 7 and ROSI on page 55 are printed in all capital letters.
- Spanish words appear in italic type. The glossary on page 4 provides the pronunciation and meanings of the Spanish words and terms.
- Exclamation points are used to emphasize action responses.
- The illustrations support and extend the story, but most of the meaning is contained in the text.
- Pages 61–64 have additional background information to enhance the story.

Guided Reading Note: Children reading at level K are becoming more fluent, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children 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 the mischief Rafi and Rosi play on each other during Carnival and how each shows that he or she cares about the other.

2. Have children read the story 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 and asking him or her to read to you quietly.

- After the group has read a few pages, check for understanding with questions, such as: “What is the chapter about?” or “Tell me how the chapter 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, using the glossary or background information sections.
- You may want to make notations about what you observe.

3. Look for these reading behaviors during children’s first reading:

- Do they use multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self correct?
- Do they rely on print when 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?
- How are they dealing with a longer, more complex story? Do they easily move from page to page? Do they read more automatically and with fluency?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Are they connecting the text to their own experiences?
- Have they begun to draw conclusions and make inferences?
- 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.

- If children are struggling while they read, suggest helpful strategies: “Try using the glossary for meaning and pronunciation, or look in the additional information section.” “Try looking at the illustration for help.”
- 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 will 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.
- Point out one of the compound words (e.g. *backyard*) and explore how compounds are formed from two shorter words; review how multisyllable words are different from compound words (e.g. *periscope*, *finally*, *announcing*).
- 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, chapter, or story.
- Model asking questions or making “I wonder...” statements to extend comprehension.



- Point out the words PLEASE on page 7 and ROSI on page 55 which appear in all capital letters for emphasis. Point out the Spanish words in the English story, which appear in italic type to indicate they are Spanish and can be found in the glossary.
- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, ellipses, and question marks in dialogue. Talk about the use of quotation marks to indicate dialogue, and the role of commas and exclamation points as clues to reading with expression.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Rafi and Rosi Carnival!* to review the mischief Rafi and Rosi get into as they enjoy and participate in Carnival.

After the First Reading

- 1. Have children compare and confirm their predictions with what actually happened in the story.**
- 2. Have children discuss the mischief Rafi and Rosi get into and the nature of the tricks they play on each other.** Encourage children to assess how Rafi and Rosi treat each other. How do we know Rafi and Rosi care about each other? Are they respectful toward each other? Why or why not? If Rafi and Rosi play tricks on each other, does that make them mean or bullies?

Why or why not? Can you play a joke or trick on someone and still care for him or her? Why or why not?

3. Encourage children to think about Rafi and Rosi’s sibling relationship.

Explore whether Rafi is a good role model for Rosi. Have children consider why Rafi and Rosi continue to play together even though Rafi often tries to trick Rosi.

4. Even though Rosi is the younger sibling, is she easy to trick? How does Rosi keep up with Rafi and his tricks? Help children brainstorm advice for Rosi to keep her brother honest and fair.

5. Point out that in the first two chapters Rafi tricks Rosi and she forgives him. Discuss possible reasons why Rosi forgives Rafi and whether or not children think she should forgive him. Have children share a time they tricked someone or when someone tricked them, and how they felt.

6. Encourage children to think about why the author, Lulu Delacre, chooses to structure the story around chapters. Discuss how each chapter relates to the others in the book.

7. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story. Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.

8. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the chapter or 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

Science: Instructions for building a periscope are at the end of the book on page 62. Encourage children to research the purposes of a periscope. For what occupation would a periscope be a useful tool? If possible, bring in a magnifying glass, telescope, and binoculars to show alongside the periscopes children have made in class. On a chart, have children record the physical qualities of each and what each does to an image: Which tool makes an image bigger? Makes an image appear closer? Have children predict which tool they would need for a

specific situation: if you are in a submarine, if you want to see a bird in a tree, if you want to read a menu, and so on.

Social Studies and Geography: Refer children to page 61 in the book to learn more about Carnival in Ponce, Puerto Rico. Have children investigate another festival, parade, or street celebration in the United States or in their community and compare it to Carnival in Ponce. Children can make a Venn diagram to compare similarities and differences.

Invite children learn more about Puerto Rico. Locate it on a map of the world and talk about the physical features of the island. Have children generate a list of questions they would like answered. Enlist the help of the school librarian to help children find the answers to their questions. Children may also have been to Puerto Rico or have families from there who may be able to answer questions. If computers are available, children can also do some of their research online.

English Language Arts: Read the bilingual book about the rich traditions of Carnival in Ponce by Lulu Delacre called *Vejigante Masquerader*. Have children compare Ramón in the book to Rafi. What types of tricks do they play on others? What character traits would you use to describe them? Why? Ask children to write an essay in which they argue whether or not Ramón and Rafi would be friends with each other.



Writing: Encourage children to write about a time they played a trick or joke on someone or when someone played a trick or joke on them. What happened? How did the experience make them feel? How did it make the other person feel? Afterwards, did you remain friends? Why or why not?

Have children imagine they are attending Carnival in Ponce. In a letter to a friend or in a diary entry, children should describe everything they see and do during Carnival. Encourage children to use sensory words and images in their writing. Review with children the value of using sensory words to improve writing and engage readers.

Challenge children to write a paragraph in which they explore the difference between a mean/hurtful joke and a friendly/funny/harmless joke. When is it okay to play a joke on someone? When is it not appropriate? How can jokes or tricks let us show we care about other people? What advice do children have to make sure that if they play a joke, they are still respectful toward their friends or siblings?

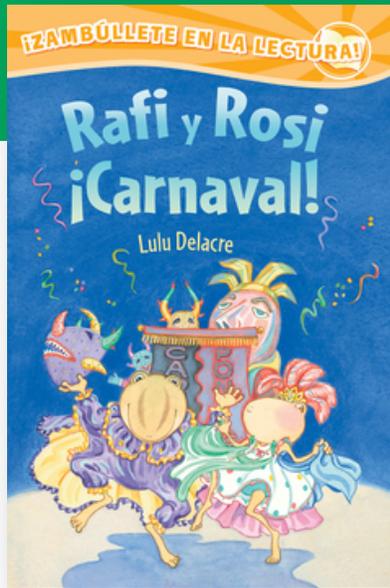
Art: Using the book and other images of Carnival in Ponce, let children examine the costume of the *vejigante*. What colors do you see? Why might these colors be meaningful to the celebration and to Puerto Ricans? Describe the masks' features. How is this holiday similar to and different from Halloween? After the discussion, allow children to design either their own parade float or *vejigante* costume. Invite volunteers to present their

drawings or collages to the class. Ask children to explain why they chose specific colors and materials.

Additional activity instructions for building a wagon float and *vejigante* mask are located in the book on pages 61 and 63 respectfully.



BEBOP CLASSROOM CONNECTION



Guided Reading: M
EDL/DRA: 28
Intervention: 21

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RAFI Y ROSI ¡CARNAVAL!

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 comprehension, fluency, and confidence. 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.

The Spanish edition has many numerous high frequency words and many familiar words. If children do not know some of the words, present them with synonyms to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary.

The story is written in narrative style. Review with children the way dialogue is indicated and how exclamation points and question marks are written in Spanish. Dashes are used to indicate dialogue, and exclamation points and question marks are used at both the beginning and end of sentences. Exclamation points and question marks appear "upside down" at the beginning of a sentence and "right side up" at the end.

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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