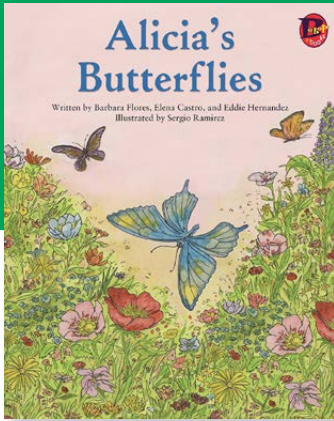




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Alicia's Butterflies

Guided Reading Level: J

DRA Level: 18

by Barbara Flores, Elena Castro, and  
Eddie Hernandez  
illustrated by Sergio Ramirez

**Overview:** Alicia has blue, yellow, and red thread. Look inside to see how she uses thread to make special butterflies.

### About the Book

Page number: 16, Word Count: 300

**Genre:** Realistic Fiction

#### Focus:

#### Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- look at each part or syllable of a 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 and formatting, including quotation marks, commas, end punctuation, and paragraph breaks
- use text to visualize events
- maintain comprehension over more detailed text episodes
- refer to text evidence when discussing the book
- determine author's message using evidence from the text

#### Supportive Text Features:

- some details supported by illustrations

- most vocabulary is familiar, with some content-specific language
- varied sentence lengths and formats

#### Phonics:

- diphthong oi (e.g., embroider)
- diphthong augh (e.g., taught)
- syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words

#### Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

#### ELL/ESL: *Las mariposas de Alicia*

See last page

### Getting Ready to Read

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

- Have you ever received a gift that someone made? What was it?
- What do you know about sewing? What can someone make? What tools does someone use to sew? Have you heard of embroidery? (Show an embroidered item or a photo of one and ask, "Can you tell how embroidery works?")
- Do you have an object in your family that has been shared across generations? Why is it special to you?



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

- Hold the book. Call children's attention to the title. Read: "*Alicia's Butterflies*."
- 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. Have children predict how Alicia will use the thread.
- 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 notice what each one shows. Introduce content-specific language as needed.

### 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 to 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 a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: embroidered, cloth, stitched, great-grandma, butterfly

garden, embroidery hoop, thread, embroidery needle, cross stitch, chain stitch, satin stitch

- The text follows a typical narrative structure with a problem/challenge and resolution. Alicia's mother gives her an embroidered cloth that has been handed down through three generations, with one section left for Alicia to learn to embroider.

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 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 how Alicia uses her thread to make butterflies.
2. Have children read the book 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 book about?” or “Tell me how the book 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 to read unknown words or sound out letter by letter if they need to?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features 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?
- 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?” or “Did you sound out letter by letter?”

### **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.

- 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 how Alicia used her thread.**

**2. Ask questions like:**

- Who are the characters in this story?
- Where and when does the story happen?
- What did Alicia's mother give Alicia for her birthday? What made it a special gift?
- Why do you think Alicia's mother chose to give her the embroidered cloth?
- How did Alicia react to the gift? Give examples from the book.
- How did Alicia's mom help her learn about embroidery? Give examples from the book.
- What was it like for Alicia to learn something new? How did she feel when she finished her butterflies?
- Why do you think the authors wanted to share this story with readers?
- What advice do you have for Alicia or someone trying something new that takes time to get good at?
- When was there a time someone in your family taught you to do something new? Why did they teach you? How did it feel to work together toward a goal?

- What do you think Alicia will do when she is an adult and has a child of her own or a nephew/niece?

### 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:** Have students summarize the story elements in the book, listing the characters, setting, problem/challenge and resolution.

Talk about how noticing how characters respond to challenges can help you learn more about them as people. Make a list of character traits for Alicia, based on evidence from the book.



Read other books that feature characters who learn how to do something new. Make connections between texts.

Discuss the sound of the vowel diphthong oi (e.g., embroidered). Practice reading and spelling other words with this pattern, such as void, boil, hoist, join, etc.

Discuss the sounds of -ough using the word “taught” from the book. It usually sounds like short o, though can also sound like “aff” as in laugh. Practice reading and spelling other words with augh like caught, daughter, naughty, distraught.

Work together to divide words from the book into syllables to read them. Talk about different syllable types.

**Social Studies:** Look at photos or videos that show how embroidery works. Look at examples of embroidery from different cultures, including artwork, clothing and accessories, linens, and cultural or religious items. Ask students to examine a photo of an embroidered item and write about what they notice.

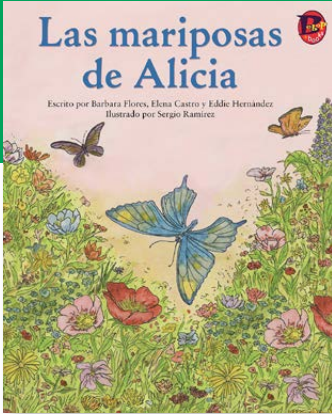
Read additional stories about embroidery, quilting, and story cloths from around the world, including: *Elsa’s Rebozo* (<https://www.leeandlow.com/books/elsa-s-rebozo>), *Grandfather’s Story Cloth* (<https://www.leeandlow.com/books/grandfather-s-story-cloth>), *Rainbow Weaver* (<https://www.leeandlow.com/books/rainbow-weaver-tejedora-del-arcoiris>), *Dia’s Story Cloth* (<https://www.leeandlow.com/books/dia-s-story-cloth>), *Good Fortune in a Wrapping Cloth* (<https://www.leeandlow.com/books/good-fortune-in-a-wrapping-cloth>), *Abuela’s Weave* (<https://www.leeandlow.com/books/abuela-s-weave>), and *Mama and Papa Have a Store*

(<https://www.leeandlow.com/books/mama-and-papa-have-a-store>).

Explore the concept of “generations” using the book context as a starting point. Share what you know about your own family lineage. Invite students to share what they know about their grandparents and great-grandparents.

**Art:** Invite students to try out an embroidery-related craft, such as stitching a design in a square of burlap with yarn. Talk about using details from the book for inspiration and help.

**Social Emotional Learning:** Read additional titles about learning something new and sticking with it until success, including: *Ruby’s Whistle* (<https://www.leeandlow.com/books/ruby-s-whistle>), *The Electric Slide and Kai* (<https://www.leeandlow.com/books/the-electric-slide-and-kai>), *Butterflies for Kiri* (<https://www.leeandlow.com/books/butterflies-for-kiri>), *Baby Flo* (<https://www.leeandlow.com/books/baby-flo>), *Abuela’s Weave* (<https://www.leeandlow.com/books/abuela-s-weave>), *Be Water, My Friend* (<https://www.leeandlow.com/books/be-water-my-friend>), *Get Set! Swim!* (<https://www.leeandlow.com/books/get-set-swim>), and *The Happiest Tree* (<https://www.leeandlow.com/books/the-happiest-tree>).



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## Guided Reading with **Las mariposas de Alicia**

### Noun Support

The following nouns are used during the story as Alicia is learning how to embroider:

Regalos, tela bordada, una canasta, las orillas, las flores, los pájaros, las mariposas, bisabuela, abuela, mama, Jardin, los colores, el domingo, el aro de bordar, hilo, aguja de bordar, puntadas, la puntada de cruz, puntada de cadeneta, puntada de satén,

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 Support

The following verb/action words describe the process of Alicia learning how to embroider:

abrió, vio, bordó, dijo, tenía, hizo, añadió, preguntó, enseñó, fueron, mira, ayudará, decidir, empezó, puso, aseguró, estuviera, usar, tienes, ten, comenzó, terminó, colgar

The following adjectives describe the process of Alicia learning how to embroider:

Café, rojas, azules, amarillas, centro, de cruz, de cadeneta, de satén,

Encourage students to write or share a sentence with a partner that uses each of the words that describes how Alicia and her mother made the embroidered cloth.

For students engaging with both English and Spanish texts, have students note that there are exclamatory and question statements 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 and verbs they learned in the story.

**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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