

8 pages, 96 words

Genre: Realistic fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read varied sentences fluently, with expression and stamina
- maintain comprehension over more text episodes

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas)

High-frequency Words:

and, her, are, in, they, to, a, at, the, be, of, go

Phonics:

- r-controlled vowel **ar**

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

ELL/ESL

Lolita en una granja

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Guided Reading with

Lolita on a Farm

Guided Reading Level: G

DRA Level: 12

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by Raul Espinoza

Overview: Read this book to find out about the work Lolita and her family do in summer.

Getting Ready to Read

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

- What food can grow on a farm?
- Who might work at a farm and what jobs would they do?

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

- Hold the book. Call children's attention to the title. Read: "*Lolita on a Farm.*"
- Ask children to predict who might be in the book and what they might do.
- Show the back cover and read the copy. Have children predict why Lolita's family might work on a farm in summer. Ask them to predict whether they think this will be a fiction or nonfiction book. Discuss how some stories can be made up but include true ideas.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to describe what the characters are doing on each page. Provide



background about migrant farming and/or introduce unfamiliar vocabulary if you think it's necessary.

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 at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: and, her, are, in, they, to, a, to, at, the, be, of, go. It also includes the color words red, green, purple, and brown.
- The text describes how a migrant farmworker family picks different types of crops in a sequential structure (first, then, next, after that).
- Content-specific vocabulary words and phrases include: farmworkers, crops, strawberries, "heads of leafy lettuce," "bunches of grapes," "pull up onions."

Reading the Book

1. Set a purpose by telling children to read the book to find out what work Lolita and her family do in the summer.

2. Have children read quietly, but out loud.

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.

3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?



4. As children read, suggest a reading strategy if they are struggling:

“Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

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 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.
- Review or teach compound words. Two compound words are used: farmworkers and strawberries.
- 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 and exclamation

points as keys 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.

After the First Reading

1. Have children confirm their predictions and talk about the work Lolita and her family did in the summer.

2. Ask questions like:

- Where does Lolita’s family work in the summer? What is their job?
- What kinds of crops do they pick? How do the authors describe each crop?
- What do the pictures show about how the family picked each crop? Which one do you think Lolita liked picking best? Why?
- Would you like to travel somewhere to work during the summer with your family? Why or why not?
- What do you think might be challenging for Lolita and her family in this work?
- How do farmworkers help our community?
- Lolita is not in school in this story—when does this story take place?
- When school starts, what do you think will happen to Lolita and the children in the family? What challenges might their



family face? Be thoughtful in thinking about your students and if they have similar experiences to Lolita and her family. Sometimes children will change schools to follow their families and the harvest calendar or sometimes children will remain in a community while a parent(s) travels far away.

- After all the crops have been picked and harvested at this farm, what do you think Lolita's family will do next?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Have students work together to read the book aloud and act out the story events using simple props.

Have students locate the sequence words in the story (first, then, next, after that). Have them practice using this structure to tell or write about how they help or spend time with their families.

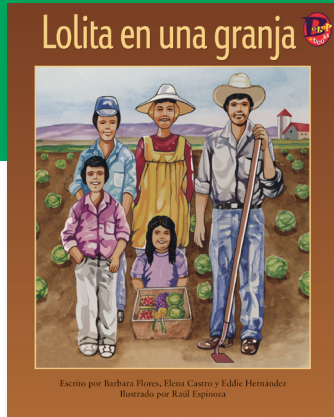
List and practice reading words that include the r-controlled vowel "ar," starting with examples from the book (farm, arrive, large).

Read aloud other stories about farming families, such as *Summer Sun Risin'* (<https://www.leeandlow.com/books/summer-sun-risin-bebop>), *First Day in Grapes* (<https://www.leeandlow.com/books/first-day-in-grapes>), *Amelia's Road* (<https://www.leeandlow.com/books/amelia-s-road>), or *Sweet Potato Pie* (<https://www.leeandlow.com/books/sweet-potato-pie>). Make connections and compare the characters' experiences across texts. A curated library of migrant experiences from the Geneseo Migrant Center can be found here: <https://migrant.net>.

Science: Learn more about how fruits and vegetables grow on a farm. Compare the ways different crops grow, referring back to the illustrations and verbs in the book (e.g., gather vs. pick vs. pull).

Social Studies: Show examples of routes migrant farm families might travel on a map. Read nonfiction text or view content online to learn more about these families' experiences.

Art: Have students create a birds-eye-view map of a farm and label each crop with descriptive vocabulary, using examples from the book as inspiration.



Guided Reading Level: G
DRA Level: 12

Guided Reading with **Lolita en una granja**

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. 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.

Noun support

The family in the story harvests the following fruits and vegetables: fresas, lechugas, uvas, cebollas. Print the names of the fruits and vegetables on individual index cards. Cover the text from the story and have students match each word card with the appropriate illustration. Encourage students to describe the fruits and vegetables with the adjectives from the story.

Verb support

The following verbs are used to describe how the family collects the fruits and vegetables: recogen, cortan, cosechan, sacan

Have students match the corresponding action with the correct illustration after students match the fruits and vegetables with their picture. How did students know which verb/action to put with each fruit and vegetable? Students can explain their thinking processes.

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.

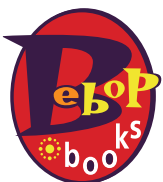
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Abraham Barretto, Vice President of Educational Sales Bebop Books

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com