



# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Elsa's Rebozo

Guided Reading Level: G

DRA Level: 12

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

**Overview:** Elsa has a new rebozo, but she doesn't know how to use it. Read this story to find out what she learns.

8 pages, 106 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 context, background knowledge and vocabulary knowledge to read unknown words
- read varied sentences fluently, with expression and stamina
- read and comprehend dialogue in various formats

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

**High-frequency words:**

- *has, a, but, she, how, to, it, do, you, your, I, my*

**Phonics:**

- dividing words and names into syllables to decode/open vs. closed syllables

**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.1.4, RL.1.7

**ELL/ESL**

**El rebozo de Elsa**

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## Getting Ready to Read

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

- Have you ever received a gift that you weren't sure how to use it or what to do with it? What did you (or would you) do?
- Show a photo of a rebozo. Ask, "What do you think this is? How might it be used?"
- Talk about the vocabulary words "traditional" and "multipurpose," asking students what they might mean. They aren't in the text, but could be useful in discussion.

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

- Hold the book. Call children's attention to the title. Read: "*Elsa's Rebozo.*"
- 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 how Elsa will use her rebozo.
- 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 each page shows. You may wish to help children read each character's name.

- Choose to share the definition of a rebozo found at the end of the book now or discuss later.

### 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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may 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 both makes sense in the sentence and fits with the letter sounds written.

### 4. Be aware of the following text features:

- The book contains familiar words: *has, a, but, she, how, to, it, do, you, your, I, my.*
- The text includes dialogue back and forth between Elsa and various family members about how they each use a rebozo.
- Content-specific vocabulary words and phrases include: *rebozo, cover, head, shoulders, wrap, waist, schoolbooks.* It includes the names *Elsa, Lupita, and Aunt Chela.*

## Reading the Book

**1. Set a purpose by telling children to read the book to find out how Elsa decides to use her rebozo.**

**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:** Encourage children to sound out each letter if the word can be phonetically



sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know. Students can also try rereading the sentence and looking at the picture to make sense of the print. Encourage children to cross-check their attempts with phonetic information.

### 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 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 how Elsa decided to use her rebozo.**

**2. Ask questions like:**

- How did Elsa react when she opened her rebozo?
- Who did Elsa ask about using a rebozo? What did each person say?
- How did Elsa choose to use her rebozo? Why do you think this was a good choice for her?
- Who in her family uses a rebozo?
- What does this rebozo remind you of in your life?
- What could be some additional ways to use a rebozo?
- What did you learn about rebozos from this book? How would you use one?

## 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:** Give students pieces of fabric along with a doll or stuffed animal and some books to use as props. Have them read aloud and act out the story, showing the different uses of a rebozo.

Create sentence frames on pocket chart strips mimicking the structure of the dialogue from the text. ("\_\_\_\_\_, how do you use your \_\_\_\_\_?" "I use it to \_\_\_\_\_.") Insert students' names and different items to create and read new conversations, realistic or silly.)

List and practice reading multisyllable words and names from the book. Talk about how to divide each one into syllables and how that's helpful to read the words. Talk about open vs. closed syllables.

Use shared or interactive writing to make a list of "Ways to Use a Rebozo." Brainstorm other ideas after including those listed in the book.

Use the dialogue in the book to remind students about noticing different words for "said" when they read dialogue. Chart examples from the book and add additional examples. Practice reading sections of the text with different words swapped in for "says," and "asked," such as "whispered," "yelled," "called," etc.

**Social Studies:** Learn more about the history, uses, and design of the rebozo via online research or a nonfiction text. Chart the information you discover.

If your classroom has a dramatic play or house area, include rebozos (or fabric to approximate them) and a copy of the book to spark open-ended exploration and play.

Read another story about a girl finding out how her family uses a special head covering called a hijab used by women and girls in *Under My Hijab* (<https://www.leeandlow.com/books/under-my-hijab>).

**Writing:** Encourage students to write and sketch a special piece of clothing in their family. Is there something they get when they turn a certain age? Is there a piece of clothing or artifact that will be passed down in their family?

**Art:** Have students look at photos of traditional rebozos and then use drawing or painting supplies to design their own pattern for one.



Guided Reading Level: F  
DRA Level: 10

## Guided Reading with **El rebozo de Elsa**

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 & Adjective Support**

The following objects and body parts are used throughout the story with Elsa's rebozo: la cabeza, los hombros, la cintura, mi bebé, mis libros escolares

### **Verb Support**

The following verb/action words describe how Elsa uses her rebozo: **taparme** (la cabeza), **taparme** (los hombros), **adornme** (la cintura), **cargar** (a mi bebé), **cargar** (todos mis libros escolares)

Print all of the different objects and body parts on individual index cards from the Noun & Adjective Support section. Then, write verbs listed above from the story on individual index word cards and mix all of the cards up. Without the support of the illustrations, have students match the nouns (objects and body parts) to their corresponding verb from the story. To work on additional verb support, have students underline or highlight all of the verbs/actions in the different word cards.

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.

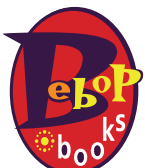
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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