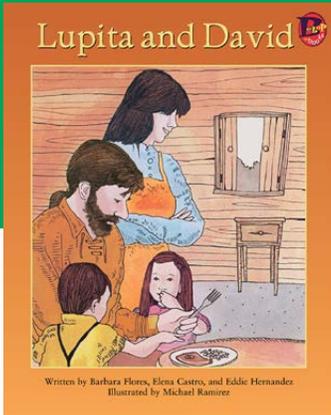




BEBOP CLASSROOM CONNECTION



Guided Reading with

Lupita and David

Guided Reading Level: K
DRA Level: 20

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

Overview: Lupita and David did not obey their mother. Read this retelling of “Hansel and Gretel” to find out what happened to them.

About the Book

Page number: 16, Word Count: 482

Genre: Fiction (Fairy tale)

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 to support phrasing, including paragraph breaks and end punctuation
- 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:

- review r-controlled vowels ar, er, ir, or, ur (e.g., farther, started, mother, father, ever, birds, forest, worked, surprise, returned)
- spelling pattern -ture for the sound /cher/ (e.g., captured)
- syllabication of multisyllable words with various syllable types

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: *Lupita y David* See last page

Getting Ready to Read

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

- How might kids help their families? How do you help your family?
- Have you heard the story “Hansel and Gretel?” What do you know about it?
- Why is it important to follow your parent or teacher’s instructions when it comes to safety?

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

- Hold the book. Call children’s attention to the title. Read: “Lupita and David.”



- 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 what will happen to Lupita and David when they don't obey their mother. If children are familiar with "Hansel and Gretel," have them predict what details from that story might be included in the book.
- 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.

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 read each letter in the word or 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: forest, poor, united, woodcutter, village, strawberries,

gathered, witch, "cast spells," captured, obey, gingerbread cookies

- The text follows the traditional story of "Hansel and Gretel," but focuses more on characterization. The memorable gingerbread house scene happens quickly near the end.

Guided Reading Note: Level K is the benchmark for the middle 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 what happens when David and Lupita don't obey their mother.

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 out each letter or chunks to read unknown words?
- 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 sound out letter by letter?” or “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.
- 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 to David and Lupita when they did not obey their mother.

2. Ask questions like:

- How do the authors describe David and Lupita's family? What is their life like? Give evidence from the text.
- How do David and Lupita help their mother? What must they remember when going into the forest?
- What happened the day they went looking for strawberries for the big pie order? How do you think David and Lupita felt when they couldn't find many berries? What did they decide to do?
- What did David and Lupita find deep in the forest? What happened? What did you imagine at this part?
- What happened when the witch's spell was broken?
- Why do you think the authors wanted to share this story with readers? What message did they want to share? Give evidence from the text.
- Why do you think the "Hansel and Gretel" story has stayed popular for a long time? Did you like this version? Why or why not?
- How does this version compare to other "Hansel and Gretel" stories you have read or seen?

- Do you think David and Lupita are good role models for young readers? Why or why not?
- What does this story teach about listening to directions from parents or teachers? What happened when David and Lupita didn't follow their mother's directions not to go too far into the forest?
- Why do you think the illustrator chose not to show the witch in the illustrations? How does that help focus the lesson on the children?
- How do you think David and Lupita's parents felt when they didn't come home on time? How do you think the parents felt when David and Lupita returned?
- What do you think will happen the next time David and Lupita go to the forest to look for strawberries? Will they listen to their mother this time? Will they be bolder? Will their mother even trust them to go into the forest on their own?

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 on a chart, listing the characters, setting, problem, supporting events, and resolution. Have them refer to this chart to write their own summaries of the book in paragraph form.

Compare and contrast this book with one or more other versions of "Hansel and Gretel" using a Venn diagram or chart.

Have students use sticky notes to add speech bubbles to the illustrations, referring back to the text to decide what each character might say.

Have students practice summarizing the story by turning it into a comic strip.

Create a forest scene in your classroom, referring to the text to get ideas for details. Invite students to act out the story.

Review the sounds of r-controlled vowels ar, er, ir, or and ur using words from the book as examples (e.g., farther, started, mother, father, ever, birds, forest, worked, surprise, returned.) Practice sorting, reading, and spelling other words with r-controlled vowels.

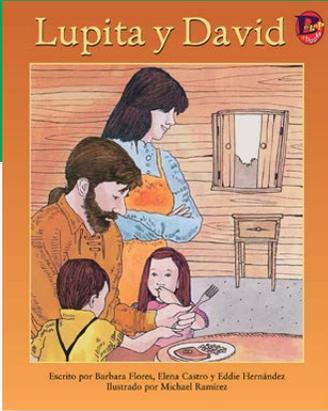
Talk about the spelling pattern -ture for the sound /cher/ as in "captured." Practice reading and spelling other words with this pattern (e.g., nature, picture, future, adventure).

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

Mathematics: Write story problems using details from the book. For instance, "Lupita scattered 37 cookie crumbs along her path. The birds ate 28. How many cookie crumbs were left?"

Social Studies: Read fairy or folktales about obeying one's parents from different cultures. Make connections between texts.

Use details from the book to practice making a bird's eye view map. Have students create imaginary maps of the forest, showing David and Lupita's house, the gingerbread house, and their path in between. You could include practice with cardinal directions and/or grid coordinates by inventing guidance about where each place is located.



Guided Reading with **Lupita y David**

Noun Support

The following nouns are used in the story, *Lupita y David*:

una niña, Lupita, un niño, David, mamá, papá, una casita, un bosque, una familia, leñador, leña, la aldea, casa, una sorpresa, caramelos, galletas, pasteles, fresas, una bruja, hechizos, niños, un pedido, una canasta, trozos, rastro, los pajaritos, escoba, horno, las riquezas,

Print each noun on separate, individual index cards or sticky notes 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 each noun.

Guided Reading Level: L
DRA Level: 24

Verb and Adjective Support

The following verb words are used in the story, *Lupita y David*:

vivían, trabajarán, ayudarse, iba, cortar, llevaba, venderla, regresaba, traía, recogía, ayudaban, buscar, quedaban, lanzó, capturó, dio, recordó, alejarán, prometeron, empezaron, encontrado, decidieron, comió, complacer, adentarse, alejarse, guiara, caminar, adentro, echar, empujó, cayó, rompió, volvieron, convertir,

The following adjectives are used in the story, *Lupita y David*:

cerca, juntos, pobres, felices, unida, cercana, deliciosos, de fresas, grande, solitos, más, rojas, maduras, pocas, cansados, llena, de chocolate, de jengibre, felices

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes the what Lupita and David went through when they were on their search for strawberries.

Encourage students to write or share a sentence with a partner a sentence that uses the adjectives that were used in *Lupita y David*.

If time allows, have students recreate, label and draw the solar system that Ceci and Carlos explore in the story. Have students use the adjectives from the story to guide their drawings.

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, exclamation points and question marks 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.

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.

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

Copyright ©2018 by Beboop Books®, an imprint of Lee & Low Books Inc. Used with permission.



For more information about Beboop Books, please contact quotes@leeandlow.com

An imprint of LEE & LOW BOOKS | 95 Madison Avenue New York, NY 10016 | 212-779-4400 x. 26 ph.212-683-1894 fax