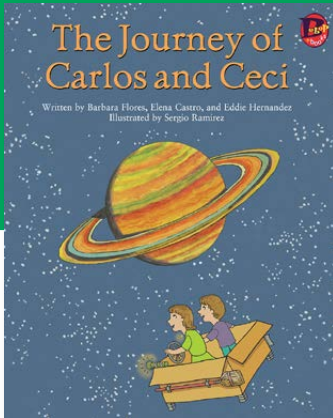




BEBOP CLASSROOM CONNECTION



Guided Reading with

The Journey of Carlos and Ceci

Guided Reading Level: J

DRA Level: 18

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

Overview: Carlos and Ceci are off on a journey around the solar system. Read this story to find out where they go.

About the Book

Page number: 16. Word Count: 375

Genre: 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, and end punctuation
- use text to visualize events
- maintain comprehension over more detailed text episodes
- differentiate between factual information and fictional details
- refer to text evidence when discussing the book

Supportive Text Features:

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

Phonics:

- diphthong ou (e.g., found, around, countdown, shouted, clouds +

alternate examples should, journey, through)

- hard g vs. soft g spelling patterns (e.g., gases vs. giant)
- hard c vs. soft c spelling patterns (e.g., Carlos, can, clouds, Mercury, coldest vs. Ceci, icy, space, center)
- syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words and proper nouns.

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
- RI.2.1, RI.2.3, RI.2.4

ELL/ESL: *El viaje de Carlos y Ceci*

See last page

Getting Ready to Read

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

- If you could go on any journey you could imagine, where would you go? What would you see?
- What might you see if you were able to take a journey into outer space?
- What do you know about our solar system? Can you name the 8 planets in order?

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



- Hold the book. Call children's attention to the title. Read: "*The Journey of Carlos and Ceci.*"
- 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 where Carlos and Ceci will go on their journey. Clarify what "the solar system" means.
- 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, or prompt students to be on the lookout for new vocabulary when they read. (E.g., "I wonder what that planet is called?")

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 letter by letter in a 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: journey, spaceship, solar system, countdown, liftoff,

space, sun, center, star, gases/gas, Mercury, planet, Venus, clouds, Earth, Mars, Saturn, ice, dust, moons, Uranus, Neptune, Pluto, dwarf planet, life, exists, telescope

- The text follows a typical narrative structure with a goal/challenge, supporting events and resolution. It also has embedded factual details. Two children take an imaginary journey to each planet in the solar system.

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 where Carlos and Ceci go on their journey.

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?
- 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 where Carlos and Ceci went on their journey.

2. Ask questions like:

- Where and when does the story happen?
- Who are the characters in this story? What do the characters do?
- How do Carlos and Ceci get ready for their journey? Give evidence from the book.
- How do you know Carlos and Ceci's journey is imaginary? Give evidence from the book. If you looked in Carlos and Ceci's yard while they were playing, what do you think you would have seen in real life?
- Where do Carlos and Ceci visit on their journey? Remember their stops in order. What do they say about each place?
- What was true in this book? What was made up? Give examples of each.
- What words would you use to describe Carlos and Ceci as characters? Give examples from the book to say why you chose each word.
- Why do you think the authors wanted to share this story with readers?

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, goal/challenge, supporting events, and resolution.

List each stop on Carlos and Ceci's journey and facts about it to make an informational chart about the solar system.

Compare and contrast a nonfiction book about the solar system to this book using a Venn diagram.

Read other books that feature imaginary play. Make connections between texts.

Make a list of ways to create with cardboard boxes. Set up a creation station in your classroom with boxes for kids to use.

Review the sounds of diphthong ou using examples from the book (e.g., found, around, countdown, shouted, clouds vs. through.) You can also discuss alternate examples should, journey. Practice reading, spelling, and sorting other words with ou.

Talk about spelling patterns for hard g vs. soft g using words from the book as examples (gas vs. giant). Talk about how typically, a g makes its soft sound before e, i, and y. Practice reading and spelling different examples. Talk about words ending



with -ge and dge and talk about how one of the jobs of silent e is to make g make its soft sound. Try making up funny sentences or tongue twisters with as many soft g or hard g words as possible. (E.g., "A gentle giant lounged in a huge cage.")

Talk about spelling patterns for hard c vs. soft c by comparing the names Carlos and Ceci, along with other words from the book (can, clouds, Mercury, coldest vs. icy, space, center). Talk about how typically, c makes its soft sound before e, i, or y. Practice sorting, reading, and spelling other words with c. Try making up funny sentences or tongue twisters with as many hard c or soft c words as possible. (E.g., "Ceci raced fancy princesses on bicycles.")

Work together to divide words from the book into syllables to read them. Talk about different syllable types. In particular, look at proper nouns and content-specific words (e.g., Mercury, Venus, Jupiter, Saturn, Uranus, Neptune, Pluto, solar system, planet, gases, journey, telescope).

Review compound words using examples from the book (e.g., spaceship, flashlights, liftoff, countdown). Practice reading and spelling other compound words.

Science: Have students each choose a location from the book to research in more detail. Have them present additional facts about their location orally, in writing, and with a visual display.

Check out this lesson plan, "Modeling the relative sizes of the planets," from Perkins School for the Blind (<https://www.perkins.org/resource/solar-system-modeling-relative-sizes-planets/>) which uses common household objects for students to compare the sizes of the planets.

Read (or watch) *The Magic School Bus: Lost in the Solar System* for more in-depth exploration of kids traveling in space!

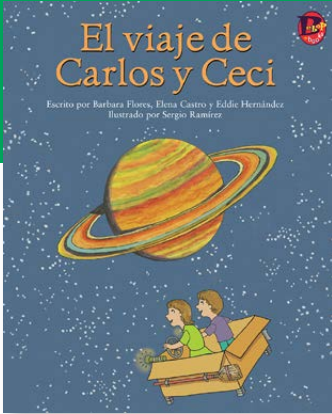
Social Studies: Encourage students to pick one planet or object in the solar system and research its name. How did it get its name? What are other names used in other languages or cultures?

Art: Have students create a collage that shows an imaginary cardboard box journey. Have them create a background scene using paint or oil pastels. Then have them cut a piece of cardboard to look like a box and cut out a photo of themselves and attach it to the background "in" the box. Have them label or otherwise write about their artwork.

Music: Invite students to listen to examples of Gustav Holst's "The Planets" suite. Ask them to describe each and make connections to the descriptions of the planets in the book. For example, do some movements sound "big?" Do some sound "hot," "cold" or "blue?" You might also make basic connections to the mythological roots of the planet names. (For example, the "Mars, The Bringer of War" is a military march.) For more ideas see <https://houstonsymphony.org/holsts-the-planets/>.

Physical Education: Check out this physical activity for students to compare the distance of the planets from the Sun from PE Central: <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1066#.ZCHz-OzMJz8>.

English Language Learners: Have students create a diagram of the solar system alongside you. Use chart paper and label the Sun, eight planets, Pluto (dwarf planet), the asteroid belt. Have students create their own copies at their desks.



Guided Reading with **El viaje de Carlos y Ceci**

Noun Support

The following nouns are used in the story, *El viaje de Carlos y Ceci*: Carlos, Ceci, un día, una caja, un cohete, sistema solar, una llanta, una escoba, un apala, unas linternas, el espacio, sol, una estrella, gases, Mercurio, el planeta, Venus, nubes, la Tierra, Marte, las pierdas, Júpiter, Saturno, anillos, hielo, polvo, lunas, Urano, Neptuno, Plutón, vida, telescopio, viaje,

Print each noun on separate, individual index cards or sticky notes that are small enough to be labels. Photocopy the illustrations and cover

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the text so that students cannot see the nouns. With the word cards, have students place the appropriate word card for each noun.

Verb and Adjective Support

The following verb words are used in the story, *El viaje de Carlos y Ceci*:

encontraron, hacer, dijo, pasearnos, pusieron, vamos, contar, volar, gritaron, pasar, forman, compuesto, en seguida, limpió, miraba, visitar

The following adjectives are used in the story, *El viaje de Carlos y Ceci*:

grande, vieja, primero, calor, centro, calientes, más, cercano, pequeño, cubierto, junto, rojo, grande, gigante, luminosos, muchas, pedazos, frío, azul, alejado, enano, helado, lejano, único,

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes the trip that Carlos and Ceci go through exploring the solar system.

Encourage students to write or share a sentence with a partner a sentence that uses the adjectives that were used in *El viaje de Carlos y Ceci*.

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.

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