



## What Boo and I Do



by Laura E. Williams

Guided Reading with

# WHAT BOO AND I DO

Guided Reading: H

DRA: 14 Intervention: 13

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**Overview:** A young Asian American girl and her dog Boo visit with elderly people, showing how rewarding it can be to help others.

16 pages, 171 words

**Genre:** Nonfiction

**Focus:**

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- reading with expression
- understanding verb endings

**Supportive Text Features:**

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures

**Phonics:**

- initial /s/ consonant blends and digraphs

**High-frequency Words:**

*this, is, my, her, is, had, she, was, a, like(s), to, for, the, I, have, do, many, can, when, in, so, and, that, make(s, ing), we, each, who, have, they, are, see, gets, people, with, what, it*

**Common Core Standards**

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1
- SL.1, SL.2, SL.4
- L.1, L.4

**ELL/ESL**

*Lo que hacemos Boo y yo*

See back page

## Getting Ready to Read

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

- Does anyone have a dog as a pet? How do you teach your dog to behave? How do you teach your dog to do tricks?
- Dogs can be more than just pets. What kind of work might dogs be trained to do? What ways can dogs help people?
- How could a dog help an elderly (older) person?

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

- Hold the book. Call children's attention to the title. Read: "What Boo and I Do." Make sure children understand that Boo is the name of the dog in the photograph.
- Ask children to use the title and photograph on the cover to predict what they would expect to see happen in the story.
- Show the back cover and read the copy. Ask children to think about what the girl and her dog like to do.
- Have children suggest some words they might read in the story.



- Give children the book and have them look at the pictures.
- Ask them to tell what happens in the story as they turn each page.

### 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 and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Tell children to think about words that would go with a story about dogs and what they know about dogs. Then encourage them to choose a word that makes sense in the sentence.

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

- The book contains several high-frequency words and many familiar words that children may know by sight.
- The story is written in narrative form.
- The sentences vary but use simple constructions.
- Several different verb endings are contained in the story.
- Ellipses are used on pages 15 and 16 to designate a continuation in the text.
- The photographs support and extend the text, but most of the meaning of the story is contained in the text.

**Guided Reading Note:** Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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.

## Reading the Book

**1. Set a purpose by telling children to read about the activities of the girl and her dog Boo.**

**2. Have children read the first few pages silently.** 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. Check comprehension with a simple comment such as: "Tell me how the story 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 to a page. You may want to record these "noticings."



### 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 using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?

### 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?"

### 5. Possible teaching points to address based on your observations:

- 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 sentence or story.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Point out the ellipses on page 15 and how it indicates that the sentence continues on the next page. Also call attention to the exclamation points and review that they are clues to reading the text with expression.
- Work with words from the story with initial /s/ consonant blends and digraphs: smart, smile, special, sweet; shakes, she. Explore other words with these sounds.
- Work with the verb endings "-s," "-ed," "-ing" and explore how each ending



gives information about when an action occurred.

- Model how to revisit the text to find specific examples or ideas in the story. Revisit WHAT BOO AND I DO to review the ways in which Boo and her owner work together and help others.

## After the First Reading

- 1. Have children confirm their predictions about what happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.
- 3. Elicit children's ideas about how the girl might have felt as she and her dog visited with the elderly woman and man.** How did the woman and man feel?
- 4. Talk about why the girl and Boo enjoyed their visits.** Why does helping others make people feel good?
- 5. Ask children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the story.**
- 6. Connect children's own experiences with dogs with those of the girl in the story.**
- 7. Tell children that Boo is called a "therapy dog."** Talk about what this means and then brainstorm other tasks the girl and

Boo might do. (More information about therapy dogs is available at <http://www.tdi-dog.org/>)

## 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

**Art:** Review with children the tasks therapy dogs perform and elicit children's ideas about desirable personality traits for therapy dogs. (Many of these are mentioned in the story.) Then have children make signs or posters advertising the services Boo has to offer. Encourage them to include some of the information discussed. Children can draw



pictures of dogs or collect images in magazines and other print materials.

**Music:** There are many songs about dogs for children to learn. Check out one website with several dog-themed poems and songs: <http://www.canteach.ca/elementary/songspems47.html>

**Science:** Have children investigate the characteristics and traits of a few different breeds of dogs and then discuss whether or not those breeds might make good therapy dogs. Some characteristics to focus on include eyesight, hearing, smell, temperament, and size.

Talk about the physical and behavioral characteristics of dogs in general. What makes dogs good helpers to people? Draw a general outline of a dog and talk about its traits. Explore their noses and sense of smell, heightened listening, patience, size and so on.

**Math:** Have children make lists of the things they have trained their dogs to do. Children who do not have dogs, should interview friends or neighbors who own dogs. Make a tally list of the information children gather. Then create a simple bar graph of the most commonly listed items. Draw some conclusions from the graph and generate questions to explore further.

**Social Studies:** Reread page 10 and discuss what it means to “volunteer.” Talk about ways children might volunteer in their

homes, schools, or community. Read the book *LEND A HAND: POEMS ABOUT GIVING* by John Frank (<https://www.leeandlow.com/books/2849>). Discuss how or why each activity is helpful or important to others.

Show children pictures of dogs that help people, such as a guard dog, seeing-eye dog, tracking dog, search and rescue dog, sled dog, and a herding dog. Discuss with children how these animals help people in many different ways.

**Writing:** Have children come up with a list of questions or comments for the girl in the story. Record children’s ideas on chart paper or the whiteboard. Then have children write letters to the girl using ideas from the class list or other thoughts they may have. Encourage children to include what way they would have Boo help in the community if they borrowed Boo for the day.



## BEBOP CLASSROOM CONNECTION

Lo que hacemos Boo y yo 



por Laura E. Williams

*Guided Reading: H*  
*EDL/DRA: 14*  
*Intervention: 13*

Guided Reading with

# LO QUE HACEMOS BOO Y YO

Children reading at guided reading level H are moving into an early fluent stage of reading. All 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. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. 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.

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 at Bebop Books, An imprint of LEE & LOW BOOKS**  
95 Madison Avenue  
New York, NY 10016  
212-779-4400 x 23  
212-683-1894 fax  
abarretto@leeandlow.com

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Guided Reading Level: H

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