

8 pages, 53 words

### Genre:

Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations and initial sounds to read unknown words
- decode phonetically regular words
- read simple plural words with –s endings

### Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- line breaks match phrasing

### High-frequency Words:

*I, my, the, then, these, are*

### Phonics

- initial consonant sounds: h, d, w, m, b, p
- initial consonant blends: sw, fl, cl, sp
- short vowel sounds: e, a, o, l, u
- consonant digraphs: sh, th, ch

### National Standards:

- RF.K.1 (a–d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

### ELL/ESL

*Mis quehaceres*

[See back page](#)

Guided Reading with

## MY CHORES

*Guided Reading: B*

*DRA: 2*

*Intervention: 2*

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Mary Ramirez-Greene

**Overview:** The boy in this book has many chores. Read to find out what they are.

## Getting Ready to Read

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

- What is a chore? What are some examples of chores?
- How do you feel about being asked to do chores?
- Why do we do chores? What would happen if we didn't do these tasks?
- What chores can kids do alone? What chores can kids do with help?
- What are your chores? Do you think kids should have to do chores? Why or why not?

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

- Hold the book. Call children's attention to the title. Read: *My Chores*.
- Ask children to predict what will happen in this book.
- Show the back cover and read the copy. Ask children what chores the boy might do and how he might feel about doing them.
- 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 notice what chores they see the boy doing.

### 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.
- Remind children to point to the words as they read.

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

- The book contains familiar words: *I, my, the, then, these, are*
- The book contains one sentence per page, broken over two lines, with a patterned structure. The last page contains two sentences that are different.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about who is in the girl's family.**

**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:**

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?

- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

**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.

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

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the boy does on each page.

### After the First Reading

**1. Have children confirm their predictions about the story.**

**2. Ask questions like:**

- Who did the boy help?
- What chores did the boy do?
- What tools did the boy use to do his chores?
- Why do you think the boy helped with those particular chores?



## 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:** Brainstorm chores children can do. Have students create their own books about doing chores at home. Provide blank pages with the sentence frame, "I help my \_\_\_\_\_ the \_\_\_\_\_."

Have students turn the book into a short performance, reading the text and taking turns using simple props to act out the chores.

Write some of the phonetically regular words from the book on cards (e.g. help, dad, dog, mop, spills, dust). Have students practice saying each letter sound and blending them together to read the words.

Write some of the phrases from the book on sentence strips (e.g., "sweep the floor," "clean the door," "wash the dog," "water the flower," "mop up the spills," "dust the books"). Have students match them to appropriate pictures of chores. Talk about the letters in the words that help students determine what each phrase says.

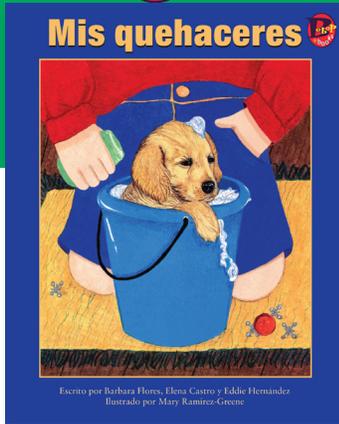
Have students read other books about completing tasks independently, such as *I Can Dress Myself* (<https://www.leeandlow.com/books/i-can-dress-myself>). Make the connection to doing chores as a way to be more independent. Talk about how it feels to be independent and ways children can work on being more independent.

Have students read or read aloud more books about helping at home, such as *Cleaning Day* (<https://www.leeandlow.com/books/cleaning-day>), *Mama Elizabeti* (<https://www.leeandlow.com/books/mama-elizabeti>)

or *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>). Discuss connections between texts.

**Mathematics:** Have students develop survey questions related to chores at home (e.g., "Do you help sweep the floor at home? Yes or no?" "Which chores do you do at home?" or "Do you get an allowance for doing chores? Yes or no?") Help students find appropriate ways to represent the data they collect.

**Social Studies:** Use interactive or shared writing to create a list of classroom chores. Have students choose chores to help with in the classroom.



## Guided Reading with **MIS QUEHACERES**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Guided Reading: C  
EDL/DRA: 3  
Intervention: 4

**Noun Support:** The following chores are listed: *barrer, limpiar, lavar, regar, trapear, sacudir*

Tell students that they may be familiar with other words that are used for the same meaning: they may use “fregar” instead of “trapear” or “desempolvar” instead of “sacudir.”

Print out picture cards from the story and have students sort them underneath their respective verb.

Print out headings that say “er” and “ar” and have students sort the word cards with the verbs from the story underneath their respective headings.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

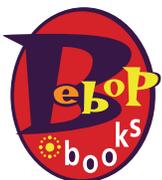
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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.

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