



## BEBOP CLASSROOM CONNECTION

### I Can Dress Myself



Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Michael Ramirez

8 pages, 39 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
- attend to letters in words to confirm a guess
- 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
- familiar content close to many children's experiences
- short, predictable sentences
- text is similar to oral language

#### High-frequency Words:

I, put, on, my, now, am, off, to, go

#### Phonics

- initial consonants sounds: p, s, j, c, r
- consonant digraph: sh

#### 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

Yo me visto solo

See back page

Guided Reading with

# I CAN DRESS MYSELF

Guided Reading: B

DRA: 2

Intervention: 2

written by Barbara Flores, Elena Castro and Eddie Hernandez

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**Overview:** This boy dresses himself to go to school.

Learn what he puts on each day.

## Getting Ready to Read

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

- What do you do to get yourself dressed?
- What clothes do you put on for school? Why?
- What do you put on to go outside? Why?

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

- Hold the book. Call children's attention to the title.  
Read: *I Can Dress Myself*.
- Ask children to predict what the book will be about.
- Show the back cover and read the copy. Ask children what the boy might put on each day for school.
- 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 the boy is doing in each picture. Ask them to predict where he is going on the last 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 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, put, on, my, now, am, off, to, go*
- The book contains one short sentence per page with a patterned structure. The last page has two sentences that are different.
- There is an exclamation point used on the last page.

## 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 word.
- Model how to reread the sentence if it does not sound right or make sense, including attention to plurals.
- Model how to pause at the period 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 each page is about.
- Model how to confirm or reconsider unknown words by saying the sounds of the letters when the picture presents multiple possibilities (e.g., cap vs. hat, shoes vs. sneakers, jacket vs. coat)

## After the First Reading

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

### 2. Ask questions like:

- What did the boy put on first? What did he put on next?
- What did he put on last? How do you know he was ready to go?
- Why do you think he put on his things in the order he did?
- How do you think the boy felt about being able to get himself ready?



- Why do you think he chose these pieces of clothing for school? How would his outfit be different if he were going to a wedding or a sports event?

## After the 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:** Have students match sticky notes with words from the book (pants, shirt, socks, shoes, jacket, cap) to a picture of a child dressed for school. Talk about using beginning letters to identify each word, and using additional letters to differentiate words that start with the same letter. Talk about using the letters in each word to distinguish between the word and other possible names for the item (e.g., jacket vs. coat).

Take a photo of each child when he or she arrives to school. Print the photos and have children label the different clothing articles they put on for school.

Have students turn the book into a short performance, reading the text as one student demonstrates putting on various clothing items. Make some of the clothes available for open-ended pretend play.

Create a chart or class book about getting dressed for recess, or another relevant part of the school day. Use a similar text pattern (e.g., "We put on our \_\_\_\_\_. We put on our \_\_\_\_\_. Now we are ready. Off to \_\_\_\_\_ we go!")

Read aloud or have students read other books about getting dressed, such as *Cold and Hot* (<https://www.leeandlow.com/books/cold-and-hot>) or *I Dance!*

(<https://www.leeandlow.com/books/i-dance>. Discuss connections between texts).

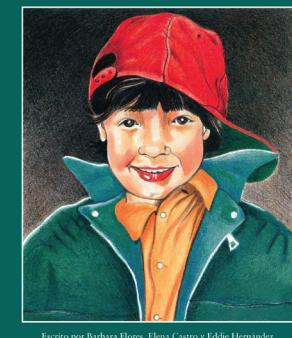
**Science:** Relate clothing worn to school to different types of weather. Create a book or chart about clothing children would need for school on days that are hot, rainy, snowy, etc.

**Social Studies:** Look at pictures or books showing children going to school around the world. Compare and contrast the clothing they wear.



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Yo me visto solo



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Guided Reading: C

EDL/DRA: 3

Intervention: 3

### Guided Reading with **YO ME VISTO SOLO**

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.

**Noun Support:** The following pieces of clothing are named: *los pantalones, la camisa, los calcetines, los zapatos, la chamarra, la cachucha*

Explain to students that they may use different words for different articles of clothing. For example, some students may use “el abrigo” for jacket instead of “la chamarra.” Some students may say “la gorra” for “la cachucha.”

Have students sort the articles of clothing according to their indefinite article. Provide students with the picture cutouts from the story first under two headings: “la” and “los.” Then, after students have sorted the pictures, replace the picture cards with word cards for students to sort under the same headings.

Ask students: What do you notice about all of the articles of clothing that have “los”? What about the articles of clothing that have “la”? Tell students that since there is more than one, they are plural and have an “s” at the end and “los” before the word. Words with “la” in front are only one so there is no “s” at the end.

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

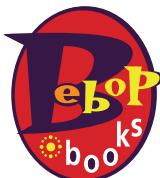
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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