



8 pages, 28 words

Genre:

Nonfiction

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
- use illustrations and initial sounds or blends to read unknown 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
- text is similar to oral language

High-frequency Words:

I, my, now, can

Phonics

- initial consonant sounds: d, n, b
- initial consonant blends: bl, sk, br

National Standards:

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

ELL/ESL

jYo bailo!

[See back page](#)

Guided Reading with

I DANCE!

Guided Reading: B

DRA: 2

Intervention: 2

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illustrated by Mike Castro

Overview: What does this girl need to dance? Read on and she will tell you!

Getting Ready to Read

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

- Do you like to dance? To what kind of music do you dance? What movements do you make?
- What clothes do dancers wear? Do they wear these for only looks or is some necessary for the dance or safety?
- What else could dancers wear or do to look special?

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

- Hold the book. Call children's attention to the title. Read: *I Dance*
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to predict what kinds of bugs will be in the garden and which ones might look scary.
- 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 insect is in each picture.

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, now, can
- The book contains one short sentence per page with a patterned structure. The last page is different.
- This book contains vocabulary that might be unfamiliar: blouse, braids, bows

Reading the Book

1. Set a purpose by telling children to read the book to find out how the girl gets ready to dance.

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, including attention to plurals.
- 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 each page is about.



After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- What clothes did the girl wear?
- How did the girl do her hair?
- How do you think the girl felt about getting ready to dance? What makes you think that?
- What are some things you think she will do as she dances?
- What kind of dance do you think she will do? Why?
- Which of the things she wears is for safety?

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 children match sticky notes with words from the book to the corresponding parts of the cover image-- blouse, skirt, braids, bows, earrings, and shoes. Talk about using beginning letters to identify each word, and using additional letters to differentiate words

that start with the same letter.

Brainstorm different types of activities someone would get ready to do (e.g., hobbies, sports, jobs.) Have students create their own books about how they get ready to do something they enjoy. Provide blank pages with the sentence frames "I need my _____" and "Now I can _____!"

Read aloud or have children read other books about dancing, such as *African Dance: Drumbeat in Our Feet* (<https://www.leeandlow.com/books/african-dance>), or *Fancy Dance* (<https://www.leeandlow.com/books/fancy-dance>). Discuss connections between the texts.

Read aloud the book *¡Olé! Flamenco* (<https://www.leeandlow.com/books/ole-flamenco>) to learn more about the type of dance the girl is dressing up for.

Social Studies: Look at pictures of videos of people dancing in different cultures. Talk about the clothing, shoes, and accessories they wear.

Art: Encourage children to design a poster advertising the dance performance. What words or images can children think of that will make people want to attend?

Music: Have a multicultural dance party! Play examples of music from different cultures and invite children to share different dances they know, or make up their own.

Choose a simple, traditional dance and help children learn the dance steps. Look at pictures showing the clothing typically worn to perform the dance and compare it to what the girl wore in the book.



Guided Reading: B
EDL/DRA: 2
Intervention: 2

Guided Reading with **¡YO BAILO!**

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 articles of clothing are mentioned: blusa, falda, zapatos

The following accessories are mentioned: moños, aretes

The following style is mentioned: trenzas

Print out the words of the objects from the story on cards. Have students match the corresponding object underneath the following headings: “ropa,” “accesorios,” “peinado.”

Have students match the corresponding object underneath the appropriate heading.

Have students match the nouns according to whether or not the noun is plural:

Mi: blusa, falda

Mis: zapatos, moños, aretes, trenzas

Verb Support: The story is written by the main character stating, “Yo necesito.” Ask students to think about what they would say if they wanted to write the book telling another person how to get ready to dance: “Tú necesitas tus aretes...Tú necesitas tus zapatos...”

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements on the cover and last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

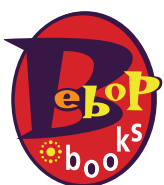
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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