

8 pages, 63 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, initial sounds, blends, or beginning parts of words to read unknown words
- blend letter sounds to read phonetically regular words
- pause at commas

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts a simple story through text and illustrations
- predictable text pattern supports longer sentence length
- text is similar to oral language
- familiar content close to many children's experiences

### High-frequency Words:

*On, and, I, the, a*

### Phonics

- words ending in -ing
- National Standards:**
- initial blends: gr, sw, pl
  - short vowels: u, a, i, e

### ELL/ESL

*Mi tata José*

[See back page](#)

Guided Reading with

## MY GRANDPA JOE

*Guided Reading: C*

*DRA: 3*

*Intervention: 3*

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illustrated by Michael Ramirez

**Overview:** Read to find out what a boy does with Grandpa Joe every day of the week.

## Getting Ready to Read

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

- Do you have a grandfather? Does your grandfather look similar to or different than Grandpa Joe on the cover? What do you do with your grandfather?
- Do you help at home? How do you help? How do you relax when all the work is done?

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

- Hold the book. Call children's attention to the title. Read: *My Grandpa Joe*
- Ask children to predict what the boy and his grandpa will do.
- Show the back cover and read the copy. Ask children to say the days of the week.
- 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.

### 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: on, and, I, the, a. It also contains all the days of the week words in order.
- The book contains one longer sentence per page spread over two lines.
- Each page begins with "On [day of the week]..."

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what the boy does with Grandpa Joe every day of the week.**

**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.
- 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 and Grandpa Joe are doing.

## After the First Reading

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

**2. Ask questions like:**

- What did the boy and Grandpa Joe do first (next, etc.)?
- What other information about what



the boy did can you find out from the pictures? On which days do you think the boy was the most helpful?

- Which day was a different than the rest? Why?
- What tasks does the boy help Grandpa Joe with? What tasks does Grandpa Joe help the boy?
- Which chores need to be repeated each week? Why?
- How is this story similar or different from how you help at home?

## 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:** Create a class chart or book about what you do on each day of the week at school, using the same text pattern as the book. (On Monday, we...)

Brainstorm other ways children might help with chores. Have students create their own books about helping someone at home each day of the week. Provide blank pages with the sentence frame, "On [Monday], \_\_\_ and I \_\_\_ the \_\_\_."

Create a pocket chart activity to create sentences using the same text pattern as the book. Write "On \_\_\_\_\_, I \_\_\_\_\_ the \_\_\_\_\_" on a sentence

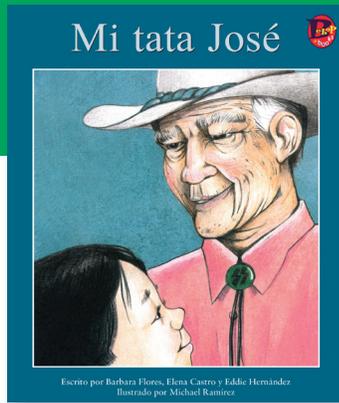
strip, and the days of the week and verbs and nouns from the book –or others-- on cards. Have students fill in the blanks to create realistic or silly sentences, like "On Tuesday, I fix the fence." or "On Wednesday, I sweep the door."

Play Simon Says by showing students phrases from the book (e.g. "sweep the leaves") written on cards or sentence strips for them to act out. Add other phrases and talk about using the sounds in the words to read what they say.

Read aloud other books about children and their grandfathers, such as *A Morning With Grandpa* (<https://www.leeandlow.com/books/a-morning-with-grandpa>) or *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>). Discuss connections between texts.

**Mathematics:** Have students match pictures that represent the tasks from the story to the correct days of the week on a calendar to practice working with a calendar format and recognizing day of the week words. Ask questions like, "If the boy and Grandpa Joe sweep the leaves every Thursday this month, how many times will they do that job?"

**Art:** Have each student draw or paint a portrait of him or herself with a special family member, using the book cover as inspiration.



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

## Guided Reading with **MI TATA JOSÉ**

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:** Some students may not be familiar with the word, “zacate.” “Zacate” can also mean “césped.”

The following objects are listed: el zacate, el carro, la puerta, las hojas, la cerca, las plantas

Print the words of the objects from the story on cards. Have students sort them underneath their appropriate headings: el, la, or las. Have students continue to add words to the article wall.

el: zacate, carro

la: puerta, cerca

las: hojas, plantas

**Verb Support:** The following verbs/actions are listed: cortamos, lavamos, arreglamos, barremos, pintamos, regamos, leemos

Print out the illustrations from the story on cards. Then, print out the verbs from the story on cards. Have students match the appropriate verb/action with its illustration.

Then, have students match the noun with its appropriate verb with the same word cards.

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

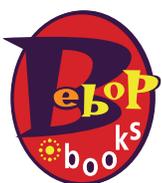
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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