

8 pages, 48 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of 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, or beginning parts of words to read unknown words
- use context to understand new vocabulary words
- use rhyming words to support reading
- read verbs with -s endings

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts a simple story through text and illustrations
- text contains rhyming words

High-frequency Words:

my, mommy, me, how, to, play, saw, a, it, me, so, will

Phonics

- word families: -ay, -ight, -ee

National Standards

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

ELL/ESL

Mi mami

[See back page](#)

Guided Reading with

MY MOMMY

Guided Reading: C

DRA: 3

Intervention: 3

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illustrated by Michael Ramirez

Overview: Read about this boy and his mommy.

Getting Ready to Read

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

- What might a child like to do with his or her mom?
- How might a child feel about his or her mom? What things might he or she say to her?
- What does the word “eternally?” mean? How could this word be related to loving your mom?
- What do you like to do with your mom? What does your mom mean to you?

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

- Hold the book. Call children’s attention to the title. Read: *My Mommy*
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children what they might find out about the boy and his mom.
- 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’s happening 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: my, mommy, me, how, to, play, saw, a, it, me, so, will
- The book rhymes. The last word of each sentence on a spread rhyme.
- Most pages begin with “My mommy...”
- The final two pages vary and include the challenging words “special” and “eternally.”

Reading the Book

1. Set a purpose by telling children to read the book to find out about why the boy loves his mom.

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 reread previous pages to listen for what might rhyme.
- 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 is saying about his mommy.



After the First Reading

1. Have children confirm their predictions and talk about what the boy said about his mommy.

2. Ask questions like:

- What did the boy's mommy do for him?
- How did the boy feel about his mom?
- What made the last page different? What did you notice about the illustration?
- How does the last page's illustration help give you a clue about the word "eternally?"
- When you are grown up, do you stop loving your mom? Why or why not?
- How does this story compare to your relationship with your parents or family?
- Look at what the boy is wearing on Page 8—what do you think he is about to do? Why do you think he wants to say that he loves his mom in that moment? How might she have helped him get there?

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: Ask students to share thoughts about their own mothers or another woman who is special to them. What does the person

do for them? Brainstorm language that follows the text pattern in the book (hugs me tight, gives me milk, etc.) Have students create their own books about that person. Provide blank pages with the sentence frame, "My _____"

Have students read the book as a short performance. Talk about reading the text fluently and noticing the rhyming words.

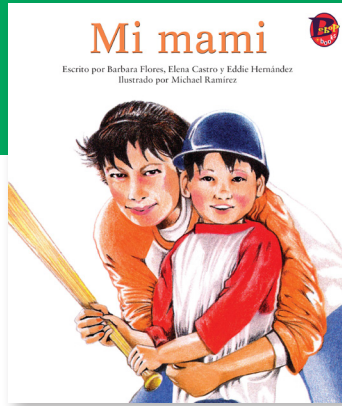
Brainstorm other words that rhyme with some of the words from the book (e.g., -ay words, -ight words.) Write them in a list and notice common spelling patterns.

Have students read or read aloud other books about mothers, such as *Mom is a Painter* (<https://www.leeandlow.com/books/mom-is-a-painter>), *Raymond's Perfect Present* (<https://www.leeandlow.com/books/raymond-s-perfect-present>) or *The Story I'll Tell* (<https://www.leeandlow.com/books/the-story-i-ll-tell>). Discuss connections between texts.

Art: Have students create a portrait of themselves with their mother or other special caregiver. Use the book illustrations as inspiration.



BEBOP CLASSROOM CONNECTION



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

Guided Reading with **MI MAMI**

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 nouns and adjectives are listed to describe the boy’s mamá: buena, linda, reina

Verb Support: The following verbs are listed: comer, beber, querer

Print the nouns, adjectives and verbs on word cards. Then, have students sort them according to the words that rhyme. Ask students to state the words again to emphasize the rhyming pattern.

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

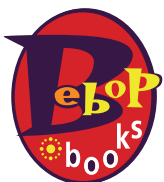
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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