

8 pages, 50 words

### Genre:

Realistic Nonfiction

### 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 background and vocabulary knowledge to read unknown words
- read simple plural words and verbs with -s endings

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts simple ideas through text and illustrations
- text is similar to oral language
- familiar content close to many children's experiences

### High-frequency Words:

*I, go, to, my, at, me, play, with, a, like*

### Phonics

- consonant blends: dr, pl, fr

### National Standards:

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

### ELL/ESL

*Mi escuela*

[See back page](#)

Guided Reading with

## MY SCHOOL

*Guided Reading: C*

*DRA: 3*

*Intervention: 3*

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**Overview:** This girl is very happy when she goes to school. Read about why she likes her school so much.

## Getting Ready to Read

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

- What might kids do at school?
- Who might kids see at school?

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

- Hold the book. Call children's attention to the title. Read: *My School*
- Ask children to predict what the girl might tell readers about her school.
- Show the back cover and read the copy. Ask children to predict why the girl likes 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 girl 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: I, go, to, my, at, me, play, with, a, like. It has additional common words that students may know like: school, teacher, friends, books.
- The book contains one sentence per page that follows the pattern, "At my school \_\_\_\_\_," with a phrase following. The first and last pages are different.
- The last page contains an exclamation point.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about why the girl likes her school.**

**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 girl is telling readers about her school.

### After the First Reading

**1. Have children confirm their predictions and talk about why the girl likes school.**

**2. Ask questions like:**

- What did the girl do at school?



- Who did the girl see at school?
- What else did the girl say about her school?
- How do you think the girl feels while she's at school? What makes you think that?
- Which activities does she do with others? Which does she do by herself?
- How do others help her learn?
- How does her school day compare to your school day? What is the same? What is different?
- What grade do you think she is in? Why?
- Would you like to go to her school? Why or why not?

## 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:** List words related to school found in the book (e.g., draw, friends, build, read) and brainstorm additional "School Words." Use the list for shared reading practice or ask students to use their letter and sound knowledge to locate specific words.

Ask students to share reasons they like school and create their own books. Provide blank pages with the sentence frame, "At my school \_\_\_\_\_." Talk about constructing complete sentences that make sense.

Have students work on recognizing the high frequency words from the book automatically by playing fast-paced versions of Tic-tac-toe, Memory, or Bingo. Or, use a multi-sensory practice routine for each word.

Have students read or read aloud other books about children's experiences at school, such as *First Day of School* (<https://www.leeandlow.com/books/first-day-of-school>), *My Teacher* (<https://www.leeandlow.com/books/my-teacher>), *Pencil Talk and Other School Poems* (<https://www.leeandlow.com/books/pencil-talk-and-other-school-poems>), *Moony Luna/Luna Lunita Lunera* (<https://www.leeandlow.com/books/moony-luna-luna-lunita-lunera>), or *David's Drawings* (<https://www.leeandlow.com/books/david-s-drawings>). Discuss connections between texts.

**Mathematics:** Write school-related story problems using language from the book, such as, "At my school I read 3 books and my friend read 2 books. How many books did we read?"

**Social Studies:** Learn more about what it is like for children to go to school around the world by looking at websites, online videos, or having children read or reading aloud books like *Elizabeth's School* (<https://www.leeandlow.com/books/elizabeti-s-school>).

Learn more about situations in which it's challenging for children to attend school, such as *Armando and the Blue Tarp School* (<https://www.leeandlow.com/books/armando-and-the-blue-tarp-school>). Explore ways that your class can support efforts to make going to school possible for all children.

**Art:** Have students create a school-themed mural by painting, drawing, or using cut paper collage to create a school background scene, and adding photos of them doing things they enjoy at school. Have students label each photo with the sentence "At my school I \_\_\_\_\_."



## BEBOP CLASSROOM CONNECTION



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

### Guided Reading with **MI ESCUELA**

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 are listed in the story: mi escuela, mi maestra, mi familia, mis amigos, una torre, mis libros

**Verb Support:** The following verbs are listed in the story: me ayuda, dibujo, juego, hago, leo

Print out the following sentences from the story: “Dibujo a mi familia,” “Juego con mis amigos,” “Hago una torre,” “Leo mis libros.”

Then, cut the sentences to separate the verb from the noun (ex. Dibujo/a mi familia). Then, have students match the noun and corresponding clause/phrase with the correct verb.

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

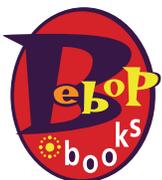
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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