

Guided Reading with

## MY FIVE PUPPIES

Guided Reading: E

DRA: 6

Intervention: 7

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

8 pages, 90 words

### Genre:

Fiction

### Focus: Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- notice rhyming words in the text and use them to support fluent reading
- notice how literary language can sound different than spoken language
- read plural words that change -y to -ies

### Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match sentence breaks
- text includes rhyming words

### High-frequency Words:

were, at, the, out, now, I, have, see, that, by, with, like(d), to

### Phonics

- short vowel sounds: e, o, u

### National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

### ELL/ESL

Mis cinco perritos

[See back page](#)

## Getting Ready to Read

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

- What would it be like to have five puppies?
- What happens to a number when you take some away from it? How do you show taking away using math symbols?

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

- Hold the book. Call children's attention to the title. Read: *My Five Puppies*
- Ask children to predict what the puppies will do.
- Show the back cover and read the copy. Ask children to predict how many puppies will be left at the end of the rhyme.
- 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 pictures and numbers show about the puppies.

### 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: were, at, the, out, now, I, have, see, the, that, by, with, liked, to. It also contains the number words one, two, three, four, five.
- There are some repeated lines and each spread includes a rhyme with a number word.
- The illustrations include subtraction number sentences that match what's happening to the number of puppies.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what happens with the five puppies.**

**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 they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?

- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

**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:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore using the rhyming patterns to predict unknown words and read fluently.
- Notice literary language that might sound different than how we usually speak.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.



- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about what happened to the puppies.**

**2. Ask questions like:**

- What happened when there were five puppies? Four? Three? Two? How did the rhyme end?
- What did you notice about how the words sounded? Give examples of words that rhymed.
- Do you think this story is realistic? 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:** Practice matching word and picture cards from the book with the number words that rhyme. Brainstorm other words that rhyme with each number word.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting the puppies in each episode.

Turn the book into a short performance by having students act it out as they read with stuffed or plastic animals.

Have students read other subtraction-themed books such as *Seven Cookies* (<https://www.leeandlow.com/books/seven-cookies>) and make connections between texts.

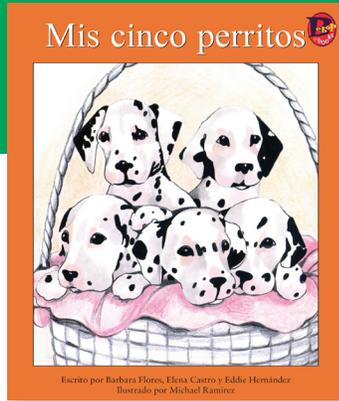
Play number word bingo or memory, asking students to match number words to digits.

Practice writing other words that end in y and making them into plurals with -ies, such as babies, berries, candies, ponies, etc.

**Mathematics:** Write story problems about other pets getting lost using language from the book, such as "I had four kittens. Two kittens got lost at the park. How many kittens do I have left?" Ask students to represent the events of the problem using a subtraction number sentence.

**Art:** Have students make scenes with five animals using cut paper collage. Have them write rhymes using those in the books with examples to describe one or more animals departing. Add a paper flap on the artwork to cover the subtracted animals.

**Music:** Sing traditional songs that include counting down items from five. Display the lyrics on a chart and ask students to find the number words. Sing the song, "Five Little Monkeys Jumping on the Bed."



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## Guided Reading with **MIS CINCO PERRITOS**

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:** There are a variety of numbers and nouns in the story that rhyme: teatro/cuatro; pez/tres; tos/dos; Bruno/uno

Print the nouns and numbers on word cards. Have students sort the words according to their rhyme. Ask students to explain why they think those words rhyme. What do they notice about those words? Have students examine the endings and sounds of the words.

**Verb Support** Point out to students that “quedan” and “quedaban” are used throughout the story. Show students the last page again. What do they notice that’s different? Ask students why the text states, “Ya no más me queda uno” instead of “Ya no más me quedan uno.”

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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

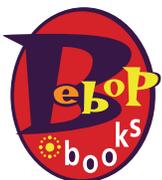
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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.

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