

Guided Reading with

## THE MONSTERS

Guided Reading: E

DRA: 6

Intervention: 7

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

8 pages, 47 words

### Genre:

Fiction

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

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- read with expression to show characters' feelings
- notice rhyming words in the text and use them to support fluent reading

• continue reading next the page after an ellipsis

### Supportive Text Features:

- text depicts a series of simple, related ideas
- illustrations support most text details
- text includes some repetitive phrasing
- text includes a variety of prepositional phrases
- text includes rhyming words

### High-frequency Words:

*I, there, is, a, my, from, in, the, on, they, are, all*

### Phonics

- consonant blends: dr, st, fl, fr
- consonant digraphs: th, sh

### 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

*Los monstruos*

[See back page](#)

## Getting Ready to Read

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

- What are some things children might be afraid of when they are going to bed?
- Where might children imagine monsters are hiding?

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

- Hold the book. Call children's attention to the title. Read: *The Monsters*
- Ask children to predict how the girl will feel in the story.
- Show the back cover and read the copy. Ask children to predict where the girl will think there are monsters hiding.
- 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 where each picture shows a monster hiding.

### 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.



#### 4. Be aware of the following text features:

- The book contains familiar words: I, there, is, a, my, from, in, the, on, they, are, all.
- There is some repetitive phrasing such as "I think there is a monster..."
- The statements about where a monster might be end in rhyming words.
- One sentence is split across each spread. Ellipses are used.
- Rhyming pairs: bed – shed, drawer – floor
- Prepositions are used: under, from, in, on
- The last page has two sentences. The last page also contains an exclamation point.
- The pictures don't show a picture of the new word: shed. Additional explanation may be needed.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about where the girl thinks monsters are hiding.**

**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. Encourage children to take a guess or read past the unknown word and return to it.

**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 how re-reading to listen for what might rhyme can help children predict unknown words.
- 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 where the girl thought there were monsters hiding.**

**2. Ask questions like:**

- What was really happening in the story?
- Which parts did the girl imagine?
- What did the girl say about the monsters at the end? Why do you think she said that?
- Do you ever get scared when you're going to bed? Why?
- How might the girl conquer her fear of monsters at bedtime?

## 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 cards with key vocabulary from the book to picture cards that show their meaning (e.g., monster, bed, dresser, floor, corner). Talk about the letters and word parts of some of the words.

Practice reading preposition words, starting

with ones from the story (e.g., under, on, in.) Have students demonstrate understanding of the words by using small props (e.g., placing an item under something else.)

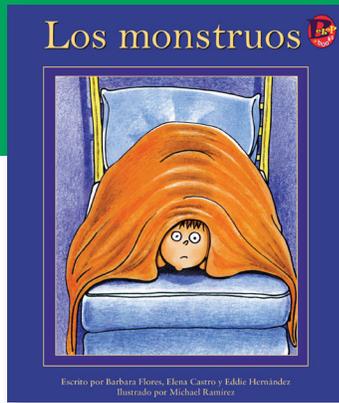
Have children write and illustrate, "I think there is a monster \_\_\_\_\_" sentences with their own ideas about where a monster could hide.

Have children read or read aloud books about monsters, such as *I Am Not Afraid* (<https://www.leeandlow.com/books/i-am-not-afraid>), *Moony Luna/Luna*, *Lunita Lunera* (<https://www.leeandlow.com/books/moony-luna-luna-lunita-lunera>), or *Marisol McDonald and the Monster/Marisol McDonald y el monstruo* (<https://www.leeandlow.com/books/marisol-mcdonald-and-the-monster-marisol-mcdonald-y-el-monstruo>). Talk about connections between texts.

Have children turn the book into a short performance by taking turns acting out the parts of the girl and the imaginary monsters while reading the text aloud. Talk about reading with expression to show how the girl is scared.

**Mathematics:** Write monster and bedtime-themed story problems using language from the story. For instance, "I think there is a monster under my bed. I think there is a monster in my closet. I think there are two monsters in the corner. How many monsters do I think there are?"

**Art:** Have children create monster puppets and hide them in the classroom. Write a list of clues using language from the story (e.g., "I think there is a monster behind the door.") Practice reading the clues to find everyone's monsters.



Guided Reading: D  
EDL/DRA: 4  
Intervention: 6

## Guided Reading with **LOS MONSTRUOS**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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 & Directional Word Support:** The following parts of the house are mentioned: cama, ventana, cajón, rincón

The following directional words are mentioned in the story: afuera, adentro, aquel

Print the illustrations from the story on cards. Then, print the names of the parts of the house on cards. Print the prepositions from the story on cards. Have students first match the name of the part of the house with the correct illustration. Then, have students match the preposition with the correct part of the house and illustration.

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.

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

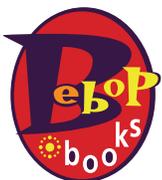
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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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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**Abraham Barretto, Vice President of Educational Sales Bebop Books**

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com