

Guided Reading with

## MY TEACHER

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

8 pages, 58 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 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
- familiar content close to many children's experiences

### High-frequency Words:

this, is, my, she, me, to, I, do, in, because

### Phonics

- consonant digraphs: th, ch, sh

### National Standards:

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

### ELL/ESL

Mi maestra

See back page

## Getting Ready to Read

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

- What is a teacher's job?
- What things do teachers help kids learn?

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

- Hold the book. Call children's attention to the title.  
Read: *My Teacher*
- Ask children to predict what the book might say about the teacher.
- Show the back cover and read the copy. Ask children to predict what the girl's teacher helps her learn.
- 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 each picture shows.

### 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: This, is, my, she,



me, to, I, do, in, because.

- The first page has two sentences.
- The book contains one sentence per page that follows the pattern, "My teacher helps me learn to \_\_\_\_\_." The first and last pages include similar vocabulary with longer, more varied sentences.
- The last page uses the conjunction *because*.

## Reading the Book

- 1. Set a purpose by telling children to read the book to find out about what the teacher helps the girl learn.**
- 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 teacher.
- Review the use of the conjunction *because*.

## After the First Reading

- 1. Have children confirm their predictions and talk about the girl's teacher.**
- 2. Ask questions like:**
  - What things does the teacher help the girl learn?
  - What does the girl think about her teacher? Give examples to support your answer.
  - How do you think the girl feels while she's at school? What makes you think that?
  - What other things do teachers help students do?



- How do we know the girl is doing well in school?
- Compare this teacher to a teacher you have had. What did this teacher help you learn? What advice have you found helpful?
- What makes a teacher a good teacher? What (qualities) do you think a teacher needs to be a good teacher for students?
- Who else in your life helps you learn?

## 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:** Title a chart, "My teacher..." Use interactive or shared writing to record ways teachers help children, starting with examples from the book. Use the chart as shared reading practice or ask students to use their letter and sound knowledge to locate specific words.

Have children brainstorm other jobs besides being a teacher. Ask them to draw and write about what jobs they would like to have when they grow up and why.

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

Have children read or read aloud other books about teachers and school, such as *First Day of School* (<https://www.leeandlow.com/books/first-day-of->

[school](https://www.leeandlow.com/books/my-school)), *My School* (<https://www.leeandlow.com/books/my-school>), *Pencil Talk and Other School Poems* (<https://www.leeandlow.com/books/pencil-talk-and-other-school-poems>), *My Teacher Can Teach...Anyone!* (<https://www.leeandlow.com/books/my-teacher-can-teach-anyone>) or *Marisol McDonald Doesn't Match/Marisol McDonald no combina* (<https://www.leeandlow.com/books/marisol-mcdonald-doesnt-match-marisol-mcdonald-no-combina>). Discuss connections between texts.

**Mathematics:** Have children practice counting 1 to 100 by 1s and if they are ready for it, by 2s, 5s, and 10s. Can children try counting backwards from 100?

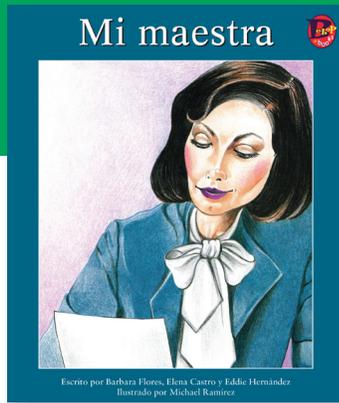
Encourage children to come up with an addition problem adding numbers that are one or two digits. In pairs, they can give each other the problem they created to their partner to solve.

**Social Studies:** Brainstorm all the different ways a "teacher" can look, including examples of different genders, ages, and interpretations of the role. Create a chart or collage showing the group's ideas.

Learn more about situations in which teachers have a particularly special impact on students, such as Armando and the Blue Tarp School. Explore ways that your class can support teachers who teach in unusual circumstances.

Interview another classmate or a family member about a teacher in their life that is special to them. What did this teacher help them learn? What advice do they remember?

**Art:** Draw or sketch a moment you had with a teacher that is special to you. Alternatively, draw or sketch your favorite subject in school and why.



*Guided Reading: C*  
*EDL/DRA: 3*  
*Intervention: 4*

## Guided Reading with **MI MAESTRA**

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.

**Verb Support:** The following verbs/activities are listed that the teacher helps the student learn throughout the story: escribir, dibujar, contar, sumar, leer

Print the illustrations from the story on cards. Then, print the verbs from the story on word cards (as listed above). Have students match the appropriate learning activity from the word cards with the corresponding illustration from the story.

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

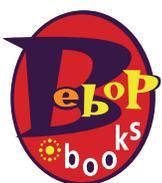
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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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