

8 pages, 57 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
- 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 a simple story through text and illustrations

### High-frequency Words:

*my, is, like(s), to, the, in, at, play*

### Phonics

- short vowels: a, u
- Consonant digraph: ch

### 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

*Mi perrita Chata*

[See back page](#)

Guided Reading with

## MY PUPPY CHATA

*Guided Reading: C*

*DRA: 3*

*Intervention: 3*

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*illustrated by Michael Ramirez*

**Overview:** This puppy sometimes misbehaves. Read and find out what it does.

## Getting Ready to Read

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

- What do puppies like to do?
- What might be fun about having a puppy? What might be hard?

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

- Hold the book. Call children's attention to the title.  
Read: *My Puppy Chata*
- Ask children to predict what the book might say about the puppy.
- Show the back cover and read the copy. Ask children what "misbehave" means. Ask them to predict what trouble the puppy might cause.
- 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 the puppy doing.

### 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, is, likes, to, the, in, at, play
- The first sentence is the main idea and the rest of the story is evidence.
- The book contains one sentence per page that follows the pattern, "My puppy Chata likes to \_\_\_\_\_." The first page is different.
- The last page uses an exclamation point.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what the puppy does.**

**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 puppy likes to do.
- Review the punctuation marks and the use of an exclamation point.

## After the First Reading

**1. Have children confirm their predictions and talk about what the puppy did.**



## 2. Ask questions like:

- Why is Chata “sometimes bad?”
- What does Chata like to do?
- Why is each behavior a problem? Why do you think Chata does each thing?
- What would you do if Chata was your puppy?
- Can a puppy really be “bad?” Why or why not? Is Chata actually “bad?” Why or why not?
- How could Chata learn to behave better? What can the owners do?
- Do you think Chata’s owners love Chata? Why or why not?
- Why do you think Chata does these things? What is Chata trying to say (I am happy, sad, lonely, mad, curious, etc.)?
- What advice do you have for the owners of Chata?
- Have you ever owned a dog? How does your pet compare to Chata?

## 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:** Talk about specific examples of how students used letter sounds to determine words in the story. For instance, how do they know it says “robe” and not “shirt?” How do we know it says,

“plants” and not “garden?”

Have students use sticky notes to add speech and thought bubbles to the story. For instance, they could add a speech bubble saying, “Chata, where are you?” to the page about the dog hiding in the plants, and a thought bubble with Chata thinking, “Ha, ha, this is fun!”

Have students turn the book into a short performance, reading the text and taking turns acting out the puppy’s behavior with a stuffed animal or puppet. Also make stuffed animals available for open-ended pretend play about animal mischief.

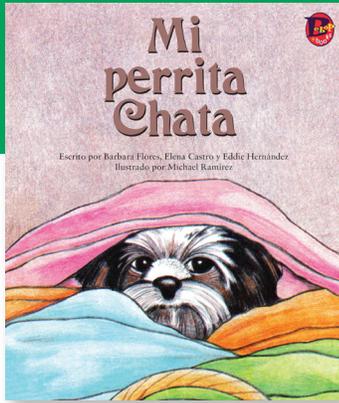
Have students read or read aloud other books about pets, such as *Where Is My Puppy?* (<https://www.leeandlow.com/books/where-is-my-puppy>) or *What Boo and I Do* (<https://www.leeandlow.com/books/what-boo-and-i-do>.) Discuss connections between texts.

Brainstorm other people or animals that might misbehave (e.g., other pets, younger siblings or cousins.) Have students choose someone or something and create their own books following the text pattern. Provide blank pages with the sentence frames, “My \_\_\_\_\_ likes to \_\_\_\_\_.”

**Mathematics:** Write puppy-themed story problems using language from the book. For instance, “My puppy likes to chew socks. He chewed 3 red socks and 3 blue socks. How many socks did he chew?”

Take a poll in the class, such as: Do you have any pets? How many pets do you have? Do you like cats or dogs? Display one or more of these as a bar graph or pie chart. Reflect with the class on the results.

**Science:** Learn more about puppies by reading nonfiction books or viewing websites or online videos. Discuss why puppies act the way they do.



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

## Guided Reading with **MI PERRITA CHATA**

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 at the end of each sentence that rhyme throughout the text: lata, gata, bata, corbata, mata, tata, canasta

Print the illustrations from the story on cards. Then, print the nouns/names of the different objects from the story on word cards as listed above. Have students sort the word with the correct illustration from the story. Have students point to the object in the illustration after they match the word card with the illustration.

**Verb Support** The following verbs are listed: me da, corretea, jalonea, muerde, se esconde, le ladra, le gusta jugar

Print the verbs from the story on word cards. Then, have students sort the verbs with the appropriate noun cards according to 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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