

Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Michael Ramirez

8 pages, 74 words

### Genre:

Nonfiction

### 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
- adjust voice when reading sentences ending in exclamation marks
- pause at commas and keep reading longer sentences
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text
- think about the meaning of the text to read ideas not shown in the illustrations
- read plural words ending in -s

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text follows a clear sequence
- text includes some repetitive phrasing
- some line breaks match sentence breaks

### High-frequency Words:

here, are, to, the, is, on, and

### Phonics

- silent e/long vowel sounds: e, i, o

### National Standards:

- RE.1.1, RE.1.2, RE.1.3, RE.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

Los tamales

[See back page](#)

Guided Reading with

## THE TAMALES

Guided Reading: F

DRA: 10

Intervention: 9

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

**Overview:** Tamales are delicious. This book tells you how to make them.

## Getting Ready to Read

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

- Have you ever eaten tamales? Do you like them?
- Do you know anything about making tamales?
- When you explain how to do something, what are some words you might use to tell the steps in order?

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

- Hold the book. Call children's attention to the title.  
Read: *The Tamales*
- Ask children to predict what ingredients or tools the people in the book will use to make tamales.
- Show the back cover and read the copy. Ask children to predict some of the steps for making tamales.
- 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 tell what happens in the story as they turn each page.
- Ask them to notice what ingredients and tools the pictures show.

### 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 of the unknown word. Have them read on and return to the word after



completing the sentence.

- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

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

- The book contains familiar words: here, are, to, the, is, on, and. It also contains the sequential words first, second, third, fourth, last.
- Each page includes a sentence starting "Here is the \_\_\_\_\_." Each page includes one step to make tamales.
- Some vocabulary may be unfamiliar to students, including: tamales, husks, dough, olives.
- Commas are used
- Illustrations support some text details such as showing new vocabulary. However, the action is not shown.
- The story follows a sequence of events and uses time words: first, second, third, fourth, last.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about how to make tamales.**

**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:**

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending

sounds to read unknown words?

- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**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. Suggest rereading the sentence so the context is used to unlock 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 how the ideas are presented in sequence. Ask students to think about what makes sense based on the sequence of steps.
- 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. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.

- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about how to make tamales.**

**2. Ask questions like:**

- What ingredients do you need for tamales?
- What do you do first? Second? Third? Fourth? Last?
- What else can you learn about making tamales from the pictures that isn't included in the words?
- Who is making the tamales in the story? Who makes tamales in your home?
- What is the purpose of the pot in the making of tamales? What is the purpose of the stove? What would happen if you did not do those steps?
- Which steps do you think kids could do? For which steps would you need help?
- Does this book make you want to try making tamales? Why or why not?
- What would you put in your tamale?
- Have you ever made a tamale? If so, what do you do the same or different as this recipe?
- When do families make and eat tamales? Are they for any meal or only special occasions?

## 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:** Have children turn the book into a short performance by acting out the steps using simple props as they read. Also make the props available for open-ended play.

Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting the different steps.

Use the structure of the book to write a different recipe or set of directions as a group.

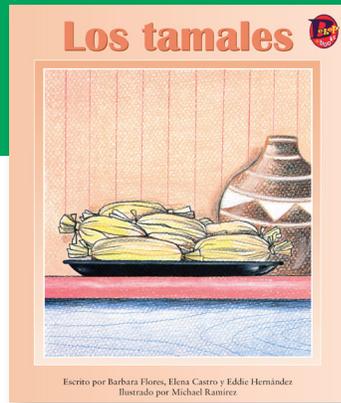
Do a cooking project and photograph children completing each step. Ask children to write directions to go with each photo using language similar to the book.

Have children sort picture cards by whether the words have short or long vowel sounds, beginning with words from the book (e.g., pot, stove) and adding others.

**Social Studies:** Learn more about the tradition of making tamales by looking at websites, online videos online videos, or reading aloud books like *Let Me Help/Quiero ayudar!* (<https://www.leeandlow.com/books/let-me-help-quiero-ayudar>) or the relevant section of *Family Pictures/Cuadros de familia* (<https://www.leeandlow.com/books/family-pictures-cuadros-de-familia>.) Compare and contrast different approaches to their preparation.

Read and learn about other Mexican food traditions or food traditions in other cultures. Write directions for preparing another dish you learn about using a similar structure to the book.

**Writing:** Ask children what a "dessert tamale" would be. Have children write and sketch what they would put in a tamale for dessert.



Guided Reading: F  
EDL/DRA: 10  
Intervention: 9

## Guided Reading with **LOS TAMALES**

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 Support:** The following ingredients are listed in the story to make tamales: las hojas, la masa, la carne, las aceitunas

The following kitchen appliances are used to make the tamales: la olla, la estufa

The following ordinal terms are listed: primero, segundo, tercero, cuarto, por ultimo

Print the illustrations from the story on cards. Then, print the ingredients’ names on word cards. Print the kitchen appliances’ names on word cards. Finally, print the ordinal terms on word cards.

Have students match the ingredient word cards from the story to their corresponding illustration. Then, have students match the appliance word cards to their corresponding illustration. Finally, have students put the respective ordinal cards underneath each of the illustrations.

**Verb Support:** Have students identify where the text states “están” and “está.” Why do some sentences use “están” and other sentences use “está?” What do they notice about those sentences?

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.

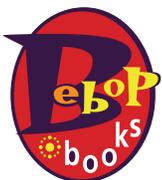
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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