

16 pages, 152 words

### Genre:

Fiction, Traditional Tale

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

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- maintain comprehension over more text episodes

### Supportive Text Features:

- illustrations support some text details
- predictable narrative text structure including a beginning, several sequential episodes, and an ending
- most vocabulary is familiar
- varied sentence lengths and formats

### High-frequency Words:

*in, a, the, for, they, off, saw, of, and, on, was, when, he, up, out*

### Phonics

- superlative endings (-est)

### National Standards:

- RF.1.1, RF.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9

### ELL/ESL

*El niño travieso y los tres osos* [See back page](#)

## Guided Reading with

### THE NAUGHTY BOY AND THE THREE BEARS

*Guided Reading: H*

*DRA: 14*

*Intervention: 13*

*written by Barbara Flores, Elena Castro and Eddie Hernandez*

*illustrated by Michael Ramirez*

**Overview:** Read this book to find out what happens when a boy visits the three bears.

## Getting Ready to Read

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

- What does “naughty” mean? What are some things a naughty child might do?
- What do you remember about the story of *Goldilocks and the Three Bears*?

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

- Hold the book. Call children’s attention to the title. Read: *The Naughty Boy and the Three Bears*. Talk about the title and what it might mean.
- Ask children to use the title and picture on the cover to predict what the naughty boy might do.
- Show the back cover and read the copy. Ask children to predict how the story might be the same or different as *Goldilocks and the Three Bears*.
- Have children suggest 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 the naughty boy does.

### 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 for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them



to choose a word that makes sense in the sentence.

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

- The book contains familiar words: in, a, the, for, they, off, saw, of, and, on, was, when, he, up, out. It
- The plot follows the general structure of *Goldilocks and the Three Bears* with some details changed or eliminated.
- Vocabulary that might be unfamiliar to students includes: naughty, returned.
- The text contains full punctuation: exclamation points, question marks, periods, commas.
- One compound word is used: bedroom.

**Guided Reading Note:** Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what happens when a boy visits the three bears’ house.**

**2. Have children read the first few pages silently.** 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. Check comprehension with a simple comment, such as: “Tell me how the story begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to record these observations.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?

- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly:**

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking 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 or sound chunk 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 the story grammar—characters, setting, problem, solution, and so on.
- 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 in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about what happened when the boy went to the bears' house.**

**2. Ask questions like:**

- What naughty things did the boy do at the bears' house?
- How did the bears react when they got home? How did the boy react when he saw the bears?
- Do you think this experience would make the boy stop being naughty? Why or why not?
- What other details were you expecting to be in the story based on your knowledge of *Goldilocks and the Three Bears* that were not included?
- How does this compare to other versions of *Goldilocks and the Three Bears*?
- How do you feel about the ending? How could you change the ending after the boy runs off into the forest? What do you think happens next?
- How do you think the bears felt about having a stranger in their home and using their things?

## Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment.** Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information

will be valuable for any additional strategy discussions after the second reading.

## Cross-Curricular Activities

**Language:** Have children work in pairs to turn the book into a short performance, with one student acting as the narrator and the other acting out the part of the Naughty Boy.

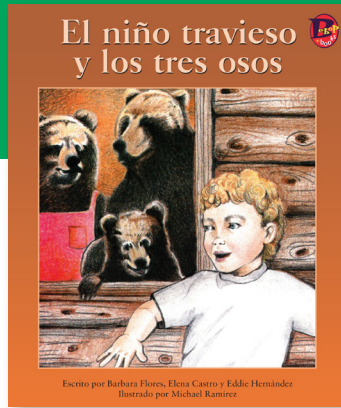
Explore the spellings and meanings of common superlative adjectives with *-est*, starting with the word "smallest" from the story. Brainstorm others, then play a describing game in which you or students give superlative adjectives as clues for others to guess a mystery item in a collection of objects.

Have children use sticky notes to add speech bubbles to the illustrations, imagining what the characters might say at different points in the story as a way to deepen comprehension.

On a chart, identify the characters, setting, and key events of the story. Have children write their own version of a "Three Bears" story by changing these basic elements.

Use a Venn diagram or another style chart to compare this story with a traditional version of *Goldilocks and the Three Bears*.

**Social Studies:** Explore versions of *The Three Bears* set in other locations and cultures. Talk about how the details of each version reflect the culture in which it's set.



*Guided Reading: 1*  
*EDL/DRA: 16*  
*Intervention: 15*

## Guided Reading with **EL POLLITO TRISTE**

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 terms are critical to the story: de paseo, osos, espagueti, recámara, sillita, travieso

Have students label the illustrations with the different nouns and adjectives from the story.

**Verb Support:** There are different action words that are used in the story: comerse, quebrarse, entrar, ver, acostarse, regresar, despertarse, saltar, fue corriendo

Have students act them out in small groups after reading and have the other students try to guess what the action verb is.

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

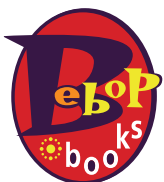
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**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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