

Guided Reading with

ANA AND TITO

Guided Reading Level: E

DRA Level: 6

Intervention Level: 7

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Page number: 8, Word Count: 67

Genre: Realistic 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
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text
- read verbs with -s and -ies endings

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related events
- text includes some repetitive phrasing

High-frequency Words:

and, their, the, in, of, to, is, on, its, at

Phonics

- short vowel sounds: a, e, i, u
- digraph: words with "ck"

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

Ana y Tito See back page

Overview: Ana and Tito help their parents pack their truck with the many things they plan to sell at the market.

Getting Ready to Read

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

- What's a market? What kinds of things are sold at a market?
- How might people get things to the market to sell them?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "Ana and Tito."
- Ask children to predict what Ana and Tito's family does for a living based on the cover illustration.
- Show the back cover and read the copy. Ask children to predict what the family will pack in their truck.
- 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 the family members are loading into the truck in each picture. Explain vocabulary that may be unfamiliar if you think its necessary.

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, blend all the sounds in a word, or break a longer word into parts to read it.

4. Be aware of the following text features:

- The book contains familiar words: and, their, the, in, of, to, is, on, its, at
- The book contains content-specific vocabulary words including: shawls, baskets, cactus
- Each page tells how a family member puts something into the truck for the market using variety of verbs, including brings, puts, loads, carries.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the family packs in their truck to sell at the market.

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 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.
- 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 the family packed in their truck to bring to the market.

2. Ask questions like:

- What did the family pack that they made?
- What animals did they pack?
- What did they pack that they grew?
- What time of year do you think this story takes place? What makes you think so?
- How do you think Ana and Tito felt about helping their parents? What makes you think that?
- When were they read to go to the market?
- Why do you think the brought so many different things to the market to sell?
- What else do you think might be available at the market to buy?
- What are some ways you help your family around the home?
- Which of these do you think will be the most popular at the market? Which might be the hardest to sell? What makes you think so?

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: Provide children with some of the

sentences from the book to cut out, read, and match to illustrations of the items mentioned.

Talk about the different verbs in the book, including their meanings and whether they included -s or -ies endings. Brainstorm more verbs that could have described the family's actions. Brainstorm others ways Ana and Tito might have helped their parents, based on the information in the book, and add those verbs to the list.

Turn the book into a short performance by having students read it as they act out packing a truck with the different items. Talk about reading fluently even when the text includes challenging vocabulary.

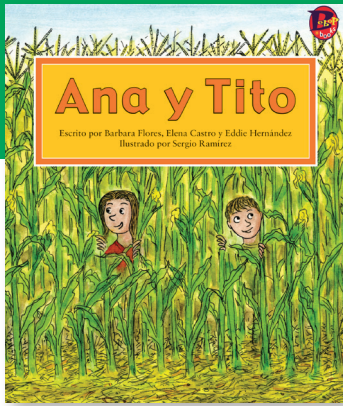
Set up a pretend market in your classroom. Have children help make signs for the different items for sale. Have children pretend to buy and sell items.

Have children design an advertisement selling one of these products that could be in a newspaper or hung in the stall of the market. For inspiration, show children different examples of market ads encouraging customers to buy their products.

Mathematics: Use the context of a market to learn about money. Ask children to find the correct coins to "pay" for certain items or combinations of items.

Social Studies: Have children look at photos or online videos or read other books aloud about markets around the world. Compile information gathered on a class chart.

Create a text set or book collection featuring rural communities and families growing and making products to sell. Additional titles include *Amelia's Road* (<https://www.leeandlow.com/books/amelia-s-road>), *On Our Farm* (<https://www.leeandlow.com/books/on-our-farm>), *Summer Sun Risin'* (<https://www.leeandlow.com/books/summer-sun-risin>), and *Under the Lemon Moon* (<https://www.leeandlow.com/books/under-the-lemon-moon>).



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The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun Support: The following items are listed that the boy and his mother collect at the market: los sarapes, las canastas, los pollitos, los huevos, las gallinas, los nopales, las mazorcas

Print the illustrations from the story. Then, print the items from the story on word cards. Have students match the corresponding word card to the appropriate illustration from the story.

Separate the article (los, las) from the word on the word cards. Place “los” and “las” as headings, and then have students sort the items from the story underneath the appropriate article. Consider adding to an article wall in your classroom.

Verb Support: Encourage students to look for the verb that is used on almost every page of the story (compramos). Bring students’ attention to the last page. What do they notice? What new verb do they see (hacemos)? How does that change the sentence?

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.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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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