

Guided Reading with

GRANDMA ALMA

Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

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Page number: 8, Word Count: 74

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 longer sentences fluently and with stamina
- adjust voice when reading sentences ending in question marks and exclamation marks
- notice and understand the function of quotation marks to denote a character speaking

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
- text includes repetitive phrases
- line breaks match text phrasing
- predictable text pattern supports longer sentence length

High-frequency Words:

where, are, you, I, am, in, the, she, a, here, for, your

Phonics

- consonant blends: gr, bl, fl
- ending: -ing

National Standards:

- REK.1 (a-d), REK.3 (a, c), REK.4
- RL.K.1, RL.K.3, RL.K.7

ELL/ESL

Nana Almita See back page

Overview: A girl searches around the house and garden to find her grandma Alma.

Getting Ready to Read

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

- What are some things grandmothers might do around the house?
- If you were looking for someone around the house, where might you go? What might you say?

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

- Hold the book. Call children's attention to the title. Read: "Grandma Alma."
- Ask children to predict what the book might say about Grandma Alma.
- Show the back cover and read the copy. Ask children to predict where the girl will look for Grandma Alma and where she will find her.
- 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, or to try saying the sounds in a word and blending them.
- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: where, are, you, I, am, in, the, she, a, here, for, your
- The book pages contain alternating questions (“Grandma Alma, Grandma Alma, where are you?”) and responses (“I am in the _____, _____ing _____.”) The last page is slightly different.

Reading the Book

1. Set a purpose by telling children to read the book to find out about where the girl looks for Grandma Alma and where she finds her.

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, known parts of the word, or say all the sounds in the word to read it.

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 Grandma Alma is doing.

After the First Reading

1. Have children confirm their predictions and talk about the where the girl looked and where she found Grandma Alma.
2. Ask questions like:
 - What did the girl say while she was looking?
 - How did Grandma Alma answer? Where was she and what was she doing?
 - How do you know time is passing in the story?
 - What do the story events tell you about Grandma Alma?
 - Why might the girl be looking for her grandma?
 - Do you have a grandma? Does she do any of the same things Grandma Alma does? What other things does she do?

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: Write the question and answer phrases from the book on sentence strips for a

pocket chart. Have children help create realistic or silly sentences to practice reading high frequency words and -ing verb endings and attending to punctuation. (E.g., "Julia, Julia, where are you?" "I am in the gym playing basketball.")

Title a two-column chart, "Grandma Alma was..." and "so we think..." Use shared writing to list things Grandma Alma was doing in the book and what those actions tell readers about her. (E.g., "Grandma Alma was cutting flowers, so we think she likes gardening.")

Have children match picture cards to written verbs with -ing (e.g., reading, drawing, sleeping, etc.)

Have children fold a large piece of paper and create illustrations similar to one of the book spreads. On one side have them draw themselves looking for someone, and on the other side have them draw the person's location. Have them write a question and response using language from the book.

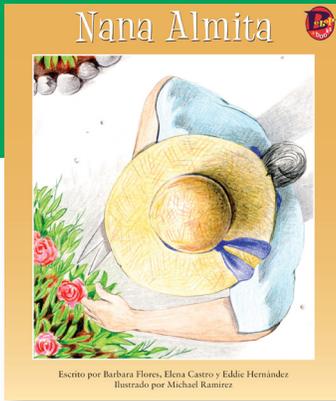
Have children turn the book into a short performance, reading the text and taking turns acting out looking for Grandma Alma and finding her doing the tasks mentioned.

Have children read or read aloud other books that include grandmothers, such as *I Make Clay Pots* (<https://www.leeandlow.com/books/i-make-clay-pots>) or *No Mush Today* (<https://www.leeandlow.com/books/no-mush-today>). Discuss connections between texts.

Social Studies: Look at maps of buildings or other locations. Have children draw and label a map of Grandma Alma's house and yard and mark the girl's route as she looks for Grandma Alma.



BEBOP CLASSROOM CONNECTION



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Intervention Level: 3

Guided Reading with **NANA ALMITA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same support and strategy instruction as their English-speaking classmates.

Noun Support: The following items that Grandma uses in the story are as follows: tortillas, una cobija, unas flores.

The following locations in the home that Grandma works in are as follows: la cocina, la sala, el jardín.

Print the items and names of the rooms on separate word cards. Have students match the word cards with the items and the rooms together, with or without the help of illustrations. Have students think about which items and which rooms go together.

Verb Support: Print the following verbs from the story on word cards: haciendo, remendando, cortando, esperando. Then, provide students with sentences from the story, but with a blank space for where the verb should go. Students can match the different verb gerunds with the corresponding sentences as they fill in the blanks (e.g. Estoy en la cocina _____ tortillas: haciendo).

For students engaging with both English and Spanish texts, have students note that the girl in the story asks her grandmother a question on every other page. In Spanish, the exclamation points and question marks 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.

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