

Written by Barbara Flores, Elena Castro, and Eddie Hernandez

8 pages, 66 words

Genre:

Nonfiction

Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a wide 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 verbs with -s endings
- adjust voice when reading sentences ending in question marks and exclamation marks
- read longer sentences with fluency and stamina

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

High-frequency Words:

I, have, a, my, me, to, the, when, by, with, do, you, who, is, and, him, have

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

¿Quién es mi mejor amigo?

[See back page](#)

Guided Reading with

WHO IS MY BEST FRIEND?

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

photographs by Mike Castro

Overview: A girl tells about some of the things she and her best friend—her dad—do together.

Getting Ready to Read

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

- What is a best friend? Where might a child meet his or her best friend?
- What does a best friend do?

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

- Hold the book. Call children's attention to the title. Read: *Who Is My Best Friend?*
- Ask children to predict who the girl's best friend might be.
- Show the back cover and read the copy. Ask children to predict what the girl and her dad do together.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice what each photo shows the girl and her dad doing together.

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: I, have, a, my, me, to, the, when, by, with, do, you, who, is, and, him
- Most pages contain one sentence beginning with, "My best friend..." The first page and last two pages are different.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what the girl and her dad do together.

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 the girl is telling readers about her best friend.

After the First Reading

1. Have children confirm their predictions and talk about what the girl and her dad do together.

2. Ask questions like:

- Who is telling the story? How do you know?



- What did the girl and her dad do for fun?
- How did the dad help the girl?
- How do you think the girl helps her dad? What could she help him with?
- Why do you think the girl says her dad is her best friend?
- How do you think the dad feels about being the girl's best friend?
- Would you want a grown-up as a best friend? Why or why not?
- What makes someone a best friend? What are the jobs of a best friend? Why?
- Share a time your best friend helped you in some way. How did it make you feel?

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: Title a chart, "A best friend..." Use interactive or shared writing to record things a best friend does, starting with examples from the book. Use the chart as shared reading practice or ask children to use their letter and sound knowledge to locate specific words. Call children's attention to verbs with -s endings.

Take photos of children acting in friendly ways, using the examples from the book as a starting point. Use the photos and shared or interactive writing to create a book about what friends do.

Have children work on recognizing the high frequency words from the book automatically by playing fast-paced versions of games like Tic-tac-toe, Memory, or Bingo. Or, use a multi-sensory practice routine for each word.

Have children read or read aloud other books about fathers, such as *My Chores* (<https://www.leeandlow.com/books/my-chores>), *Game Time!* (<https://www.leeandlow.com/books/game-time>), or *Allie's Basketball Dream* (<https://www.leeandlow.com/books/allie-s-basketball-dream>). Discuss connections between texts.

Have children read or read aloud other books about friends and friendship, such as *Best Friends* (<https://www.leeandlow.com/books/best-friends>) or *Juna's Jar* (<https://www.leeandlow.com/books/juna-s-jar>). Discuss connections between texts.

Art: Have children create portraits of their best friends. (Be sure to introduce a variety of examples to be as inclusive as possible.) Have children add details to the portraits to give more information about the friend (e.g., clothing or items that represent activities.)



BEBOP CLASSROOM CONNECTION



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

Guided Reading with **¿QUIEN ES MI MEJOR AMIGO?**

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 activities that the daughter and her father do in the story are listed: lleva al parque, alcanzar algo, ayuda con tarea, lee un libro

Print the illustrations from the story. Then, print the different activities on word cards. Have students match the word cards with the appropriate illustration.

For students engaging with both English and Spanish texts, have students note there is a question asking readers on the second to last page and an exclamatory statement on the last page. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

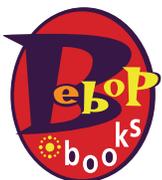
Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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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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