

Guided Reading with

MY PETS

Guided Reading: D

DRA: 4

Intervention: 5

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illustrated by Michael Ramirez

8 pages, 79 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of 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 onomatopoeia using phonetic knowledge
- adjust voice when reading sentences ending in question marks and exclamation marks

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- text includes repetitive phrases
- punctuation supports comprehension (e.g. question marks, exclamation marks)

High-frequency Words:

I, have, one, of, my, this, what, a, to, all, my

Phonics

- vowel sounds: short e, i, u, o

National Standards:

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

ELL/ESL

Mis mascotas

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Getting Ready to Read

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

- Do you have any pets? What are some animals that people like to keep as pets?
- What sounds do those animals make?

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

- Hold the book. Call children’s attention to the title. Read: *My Pets*.
- Ask children to predict what the book will say about the boy’s pets.
- Show the back cover and read the copy. Ask children to predict what pets the boy has and what sounds they make.
- 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.

4. Be aware of the following text features:



- The book contains familiar words: I, have, one, of, my, this, what, a, to, all, my.
- The text follows a repetitive question and answer format.
- The sound of each pet is represented by onomatopoeia.
- The story contains question marks and exclamation points.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what pets the boy has and what sounds they make.

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?
- Do they read the animal sounds using phonetic knowledge?

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 information presented, including topic-specific language.
- 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 the boy's pets.

2. Ask questions like:

- What pets did the boy have?
- Who is telling the story? How do you know?
- What sounds did his pets make?
- Do you think a frog, a fish, and a snake are loud pets or quiet pets?
- What sounds would other pets make? Would they be loud or quiet?
- How big do you think the frog is? What clues make you think that?
- What sounds do other pets make?
- What do all these pets have in common?
- Could you take these pets to a library? Why or why not? What is the library's rule on noise?
- What do you think the boy does at bedtime?
- Is there a quitter pet the boy should have instead? Why or why not?
- What advice do you have for the boy to manage the noise level of his pets?

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 the questions from the book to cut out, read, and match to the answers and pictures of the pets.

Have children turn the book into a short puppet show, reading the text and then showing a puppet to answer each question.

Write the animal sounds on cards. Have children rearrange them in different ways to create a "noisy pet symphony." Brainstorm other animal sounds, write them phonetically, and include them in the activity.

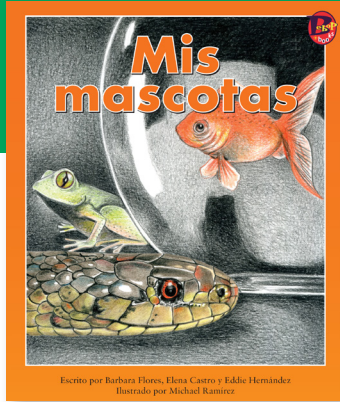
Brainstorm or sort picture cards with short vowel words, beginning with some of the examples from the book.

Have children read other books that include sound words, such as *The Mariachi*. Discuss connections between texts.

Play a sound guessing game. Write a sound word (preferably one that reflects phonetic principles you're studying, such as short vowels) and ask children to read the sound and guess what makes that sound.

Science: Read nonfiction books or view web content to learn more about the pets in the book. Compile information learned on a chart.

Art: Have children create a pet store mural. For each animal, add speech bubbles that say the pet's sound.



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Guided Reading with MIS MASCOTAS

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. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Noun Support: The following animals are listed in the story: una rana, un pez, una víbora
Print the illustrations from the story. Then, write the names of animals on word cards. Have students match the word cards with the appropriate illustration from the story.

Have students work on feminine and masculine articles. Print the words “un” and “una” on word cards. Then, print the animals from the story on word cards. Students can sort the animals underneath their corresponding article.

For students engaging with both English and Spanish texts, have students note that the boy in the story asks a question and makes an exclamatory statement on every other 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 difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

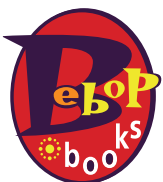
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