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Page number: 8, Word Count: 73

Genre: Nonfiction

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
- read with fluency and stamina
- look at each part or syllable of a longer word to read it
- use questions asked in the text to support comprehension
- adjust voice when reading sentences ending in question marks and exclamation marks
- read a wider variety of clause and sentence structures

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- punctuation supports comprehension (e.g. question marks, exclamation marks)
- familiar content close to many children's experiences

High-frequency Words:

there, are, so, for, at, the, I, a, how, do, have, in, all, then, of, to, with, my

Phonics

- multi-syllable words (e.g., candy, caramel, colorful, lollipops)

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

La dulcería

See back page

Guided Reading with

THE CANDY STORE

Guided Reading Level: G

DRA Level: 12

Intervention Level: 11

by Barbara Flores, Elena Castro, and Eddie Hernandez

photographs by Natasha Flores

Overview: Come along to the candy store to see how many treats a girl buys.

Getting Ready to Read

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

- Do you like to eat treats? What kind?
- Where might someone get treats to share with friends?

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

- Hold the book. Call children's attention to the title. Read: *The Candy Store*.
- Ask children to predict what kind of candy will be in the book.
- Show the back cover and read the copy. Have children predict how many treats the girl will buy.
- 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 describe the candy on each page. Introduce any unfamiliar vocabulary if you think it's 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 of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.



4. Be aware of the following text features:

- The book contains familiar words: there, are, so, for, at, the, I, a, how, do, have, in, all, the, of, to, with, my. It also contains the number words two, three, four.
- The text describes a girl buying various types of candy and includes several variations of the phrase, "How many treats do I have in all?"
- Content-specific vocabulary words include: chewy, caramel, colorful, lollipop, taffy
- The text asks a question but does not answer it in the text. Readers will need to examine the photographs to determine the answers.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the girl buys at the candy store.

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:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning? Do they pause to answer the questions asked in the text?
- Do they make more accurate predictions and confirm or revise them while reading?

- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

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 how the ideas are presented in sequence. Ask students to think about what makes sense based on the number sequence presented.
- 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.

After the First Reading

1. Have children confirm their predictions and talk about



what treats the girl bought.

2. Ask questions like:

- What did the girl buy first? How did she describe it? What did she buy next?
- Why do you think the girl got all this candy?
- How many treats did she buy in all? How did you figure that out?
- What did the girl plan to do with all the treats? What does that tell you about her?
- Why are candy stores exciting for kids?
- How does the girl feel about all her candy? How do you know?
- What advice do you have for her? Should she eat this all herself? What should she do for her teeth after she eats candy?
- Is candy an everyday, sometimes, or special occasions food?
- What do you think she will do with all this candy? How do you think her friends will react?
- If you were to continue this story, what do you think happens next?

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: Have children turn the book into a short performance by making simple "candy" props and acting out choosing the candies described as they read. Emphasize attending to punctuation while reading aloud.

Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting the type and amount of candy described.

Study some of the multisyllabic words from the book. Practice dividing the words into syllables and noticing which letters make the sounds in each syllable.

Write short expressions or sentences on sentence strips that use a variety of ending punctuation, starting with examples from the book. Ask children to read them, changing their voices to reflect the ending punctuation.

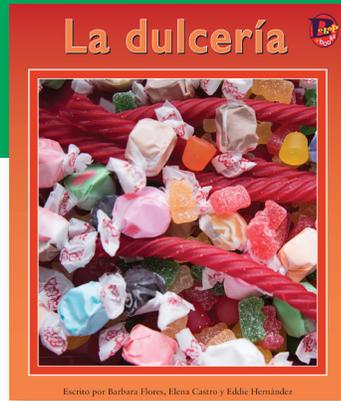
Starting with the adjectives from the book (chewy, colorful), brainstorm describing words for various types of candy. Brainstorm other things that fit each descriptors.

Set up a pretend candy store in your classroom. Have children make signs advertising the various types of candy for sale using descriptive vocabulary.

Mathematics: Discuss how to represent the total number of candies in the book as an equation with pictures and/or numbers. Write other candy-related story problems for children to solve.

Have children read other books that involve addition, such as *The Ladybug is Sad* (leeandlow.com/books/the-ladybug-is-sad). Make connections between texts.

Social Studies: Read nonfiction books or watch videos online to learn more about how various types of candy are made.



Guided Reading with **LA DULCERÍA**

Guided Reading Level: G
DRA Level: 12
Intervention Level: 11

chocolate, piezas de caramelo

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 & Number Support: The following candies are listed in the story: caramelo chicloso, paletas coloridas, barras de

The following numbers are assigned to different candies- un, dos, tres, cuatro

Print the illustrations from the story. Then, write both the names of the candies and different numbers used in the book on separate word cards. Have students match the different candies and their numbers to their corresponding illustration.

Afterwards, remove the illustrations and have students match the number and candy word cards together.

For students engaging with both English and Spanish texts, have students note that there are three questions asked during the story and two exclamatory statements 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 difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

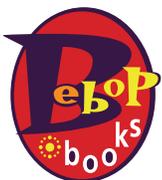
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