

8 pages, 58 words

### Genre:

Fiction

### 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
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- read plural words with –s endings
- read characters' names

### Supportive Text Features:

- clear relationship between text and illustrations
- Illustrations support most text details
- repetitive text
- book depicts a simple story through text and illustrations

### High-frequency Words:

*I, am, have, this, is, my, has, a, and, are, all*

### Phonics

- consonant blends: br, fr
- consonant digraphs: th, sh

### National Standards:

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

### ELL/ESL

*Todos somos amigos*      See back page

Guided Reading with

## WE ARE ALL FRIENDS

*Guided Reading: C*

*DRA: 3*

*Intervention: 3*

*written by Barbara Flores, Elena Castro and Eddie Hernandez*

*illustrated by Michael Ramirez*

**Overview:** Read to learn how the dinosaur friends in this book are the same and different.

## Getting Ready to Read

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

- Do you know any kinds of dinosaurs? What are they?
- What body parts could dinosaurs have?

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

- Hold the book. Call children's attention to the title. Read: *We Are All Friends*.
- Ask children to predict what the book might say about how the dinosaurs look.
- Show the back cover and read the copy. Ask children what "the same" and "different" mean. Predict one way the dinosaurs might be the same and one way they might be different.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them what they notice about each dinosaur.
- Introduce each dinosaur's name. Match each name to one of the types of dinosaurs listed in the back of the book based on similar word parts.

### 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, am, have, this, is, my, has, a, and, are, all
- The book introduces each dinosaur by name and lists one of its features.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what body parts each dinosaur friend has.**

**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 or known parts of the word.

**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.
- Remind students how you practiced each dinosaur's name and connected it to the type of dinosaur (e.g., "That dinosaur is a triceratops.")
- Note that it is important to look carefully at each picture for clues to find out about each dinosaur.

### After the First Reading

**1. Have children confirm their predictions and talk about what parts each dinosaur had.**

**2. Ask questions like:**

- Who is telling the story? How do you



know?

- How were all the friends the same?
- What did Sara have? What did Bronto have? What did Ari have? What did Rex have?
- Do you think these dinosaurs would have all been friends in real life? Why or why not?
- How did each dinosaur move?
- Why would the authors want to share this story with young people? What lesson about friendship can you use in the classroom and at school?
- Why might it be helpful for these dinosaurs to be friends with each other?

## 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 match picture cards showing features from the story with words (e.g., wings, sharp teeth, three horns.) Talk about how they used letter sounds to read the words.

Have children use invented spelling to label more features of one of the pictures of a dinosaur in the book with sticky notes (e.g., (two big eyes, pink skin, three spots, long tail).

Have children create simple masks/props that show each dinosaur's features and turn the book into a short performance.

Brainstorm visible features of classmates (e.g., hair or eye color, braids, glasses). Have children create their own books following the text pattern. Provide blank pages with the sentence frames, "This is my friend \_\_\_\_\_. \_\_\_\_\_ has \_\_\_\_\_."

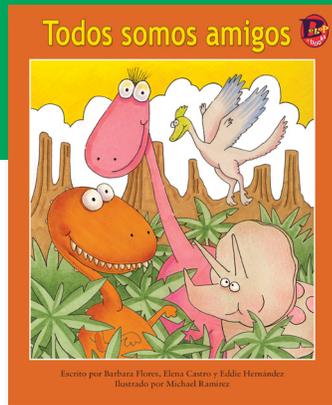
**Mathematics:** Provide a collection of pictures of dinosaurs for sorting and classifying. Ask children to find a way to sort the pictures into 2-3 groups (e.g., "Horns," "Wings," and "Neither") and represent their work in numbers, pictures, or words.

**Science:** Learn more about dinosaurs by reading nonfiction books or viewing websites or online videos. Discuss features of different types of dinosaurs and their functions.

Compare and contrast other items based on features (e.g., animals from a certain habitat, insects, seashells, flowers, trees), perhaps introducing the idea of a Venn diagram to record information.

Break the class into four research teams to learn more about each dinosaur featured in the book: Sara—triceratops, Bronto—brontosaurus, Ari—archaeopteryx, and Rex—tyrannosaurus rex. With adult help, teams should learn about what their dinosaur ate, how it moved, and where they lived. Teams can present their findings to the rest of the class.

**Music:** Sing and act out songs related to dinosaurs, such as *We Are the Dinosaurs* by the Laurie Berkner Band (<http://laurieberkner.com/music/song-lyrics/33-we-are-the-dinosaurs.html>). Write the song lyrics on a chart and notice familiar words in print.



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

## Guided Reading with **TODOS SOMOS AMIGOS**

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 & Adjective Support:** The following body parts of the dinosaurs are listed in the story: cuernos, pescuezo, alas, dientes

The following words are listed to describe the different body parts: tres (cuernos), pescuezo (largo), alas (grandes)

Print the illustrations from the story. Then, write the names of the body parts and the adjectives on separate cards. First, have students match the body part with the corresponding illustration. Then, have students match the adjectives to the appropriate body part and illustration from the story.

Afterwards, take away the illustrations and mix up the word cards. Have students match the appropriate body part with its corresponding descriptor word to emphasize word knowledge.

For students engaging with both English and Spanish texts, have students note there is 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 difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

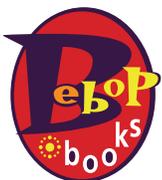
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**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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