

8 pages, 160 words

Genre: Realistic Fiction

Focus: 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
- use background and vocabulary knowledge to read unknown words
- read past an unknown word and return to it to solve it
- use commas to support phrasing
- adjust voice when reading sentences ending in exclamation marks
- read with fluency, stamina, and expression

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match phrasing

High-frequency Words:

I, have, a, her, is, and, when, she, me, this, how, my

Phonics:

- diphthong **au**

Common Core 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

Mi tía Erika

[See back page](#)

Guided Reading with

My Auntie Erika

Guided Reading Level: F

DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by John Martinez

Overview: Auntie Erika has come to visit. Read this story to see all the fun things she does.

Getting Ready to Read

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

- Do you have a favorite adult family member or friend you like to have visit you? What do you enjoy about that person?
- Who is an aunt or an auntie? (Clarify that sometimes the term is also used informally for other close female friends or relatives.)

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

- Hold the book. Call children's attention to the title. Read: *"My Auntie Erika."*
- Ask children to predict who the woman is on the cover and what she will do.
- Show the back cover and read the copy.
- Have children predict what fun things a visiting family member might do.
- Give children the book and have them look at the pictures.
- Ask them to notice what Auntie Erika is doing on each page. Clarify any unfamiliar activities in the illustrations.



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 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: I, have, a, her, is, and, when, she, me, this, how, my.
- Each page includes sentences reading, “This is how my auntie _____. Oh me, oh me, oh my!” repeated twice. The first and last pages are different.
- Content-specific language includes the phrases, “Ooh la la!” and “Oh me, oh me, oh my!”

Reading the Book

1. Set a purpose by telling children to read the book to find out what Auntie Erika does when she visits.

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 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 using a repetitive sentence structure and ask students to think about what makes sense based on the previous pages of text.
- 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 commas and exclamation marks as keys to reading with a particular kind of expression or inflection.
- 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 Auntie Erika did when she visited.

2. Ask questions like:

- What did Auntie Erika do when she visited? What extra information did you get from the illustrations?
- How would you describe Auntie Erika? Why? Why do you think she is the narrator’s favorite aunt?
- How would you describe the mood or feeling of this book? What makes you say that?
- What do you think “ooh la la” and “oh me, oh me, oh my” mean? Why would someone use these phrases?
- Why do you think Auntie Erika is the little boy’s favorite aunt?
- Who is a special person in your life? Do you get to visit them often or only on occasion?
- Would you like to spend the day with Auntie Erika? Why or why not?
- Which activity that Auntie Erika does have you tried? Which would you like to try? Which would you not like to try? Why?
- What do you think Auntie Erika is trying to teach her nephew with all her adventures? (Answers include: be willing to try new things, put yourself out there, don’t be afraid of looking silly, be proud of who



you are, enjoy life to the fullest, spend time with loved ones, and so on)

- What do you think Auntie Erika should try next? Why?

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 pairs of students turn the book into a short performance by acting out the parts of the narrator and Auntie Erika, using phrases from the book.

List other words that include the diphthong au besides "auntie" for students to define and practice reading and using.

Have students write and draw about one of their favorite relatives using language structures from the book. ("I have a favorite _____. His/her name is _____. This is how my _____," etc.)

Brainstorm a list of phrases that mean "wow", starting with "Ooh la la" and "Oh me, oh me, oh

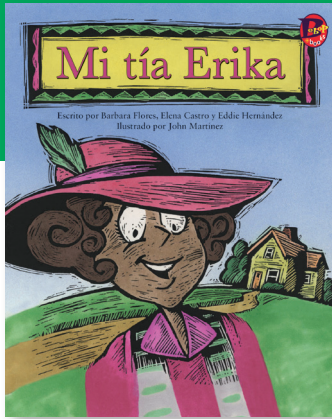
my!" Challenge the group to use them in daily conversations for a boost of positivity!

Explore writing poetry with repeating exclamations and lines.

Make a list of character trait words that describe Auntie Erika, providing evidence from the book for each trait. Compare Auntie Erika to a character in another story who displays different traits.

Art: Have students create portraits of favorite family members or friends that include details to show what they enjoy about those people.

Physical Education: Play "Auntie Erika" charades. Ask students to act out things Auntie Erika does in the book, or other fun things they imagine she'd do, for others to guess.



Guided Reading Level: E
DRA Level: 8

Guided Reading with **Mi tía Erika**

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.

Verb Support

Tía Erika performs the following actions throughout the story: juega, nada, salta, vuela, baila

Show students the illustrations from the story with the text covered. Then, have students match Erika's appropriate action with the correct illustration.

Afterwards, encourage students to describe Erika's actions in more detail, including the objects that she's using and where she is doing her specific activities.

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.

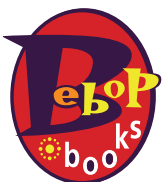
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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