

8 pages, 125 words

**Genre:** 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
- notice and understand function of quotation marks to read a character's speech
- read varied sentences fluently, with expression and stamina
- maintain comprehension over more text episodes

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- familiar content to many children)

### High-frequency Words:

*this, is, the, he, in, and, when, it, would, there, to, was, out, I, am, some*

### Phonics:

- diphthong **ou**

### 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

*El oso Meño*

[See back page](#)

Guided Reading with

## Manny the Bear

*Guided Reading Level: G*

*DRA Level: 12*

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by James Florez

**Overview:** What does this bear do during the winter? Read this book to find out.

## Getting Ready to Read

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

- What do you know about bears? What do bears do in each season?
- Describe each of the four seasons—what happens?

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

- Hold the book. Call children's attention to the title. Read: "*Manny the Bear.*"
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Have children predict what the bear will do in winter. Ask them to predict whether they think this will be a fiction or nonfiction book. Discuss how some stories can be made up but include true ideas.
- 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 what the bear is doing on each page. Ask them to notice which season each page 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 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: this, is, the, he, in, and, when, it, would, there, to, was, out, I, am, some.
- The text uses varied sentences to describe what a fictitious bear does in each season, including a few instances of his speech.
- Content-specific vocabulary words include: season names (summer, autumn, winter, spring), forest, cave

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what the bear does during the winter.**

**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.
- 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 the bear did in each season.**

**2. Ask questions like:**

- Where did Manny the bear live?
- In which season did the story start? What did the bear do?
- Which season came next? What did the bear do?
- What did the bear do when it got colder? How do you think bears know what to do to get ready for winter?
- What did the bear do in spring?
- Which parts of this book do you think show realistic ideas? Which parts of the book are definitely imaginary?

## 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 students work in pairs to read the book aloud and act out what Manny says and does in each season.

Provide students with some of the sentences from the book to cut out, read, and sequence based on the seasons and story events.

Have students create four-box comic strips depicting the activities of an animal in each season. Call their attention to Manny's speech to give ideas for speech bubble contents.

List and practice reading words that include the diphthong ou, starting with examples from the book (out/outside, found.)

**Science:** Learn more about hibernation by reading nonfiction books or online content. Compile information learned on a chart.

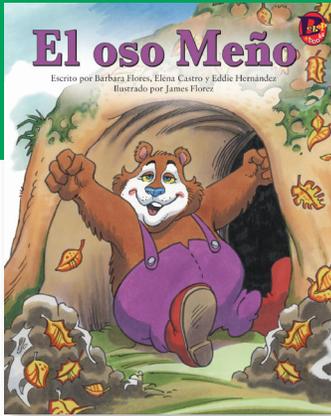
Explore the idea that a cave could be warmer than outside by building a "bear cave" out of blankets. Have students spend a few minutes in the "cave" and then write about what they noticed.

Learn more about what other animals do during the winter. Create a Venn diagram comparing the behavior of another animal with a bear's.

**Writing:** Encourage students to select another animal that lives in the forest (in North America) and write a story about what it does across the seasons. Student volunteers can share with the class.

**Social Studies:** Learn more about where different types of bears can be found and locate different areas on a world map.

**Art:** Create artwork that depicts the same habitat in different seasons, using illustrations from the book to spark ideas.



Guided Reading Level: G  
DRA Level: 12

## Guided Reading with **El oso Meño**

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 support**

The following seasons are listed in the book: el verano, el otoño, el invierno, la primavera

Print the seasons on index cards and show students the illustrations with the text covered. Have students match the appropriate season with the corresponding illustration.

### **Verb support**

The following actions and activities are associated with the seasons in the book: **se quedó** afuera entre los árboles y las flores, **sabía** que pronto llegaría el frío; **durmío** en la cueva; **se despertó y salió** de la cueva

Print the following verb phrases on index cards with the verbs in bold, and have students match the cards with the appropriate illustration and season with the text from the book still covered.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements and questions in the book. In Spanish, the exclamation points and question marks 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.

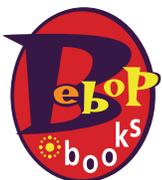
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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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