

Guided Reading with

Who Lives Here?

Guided Reading Level: K
DRA Level: 20

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

8 pages, 228 words

Genre: Fiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- solve words using analogies to previously solved words
- look at each part or syllable of a longer word to read it
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use context, illustrations and background knowledge to understand unfamiliar vocabulary
- use text structure to help comprehend content

Supportive Text Features:

- some details supported by illustrations
- text includes some repetitive language and phrasing
- explicit and predictable text structure
- some vocabulary is familiar, with some literary and content-specific language
- varied sentence lengths and formats

High-frequency words:

- *there, is, a, in, the, with, on, and, who, here, are, that, to, of, where, his, she, her, at, an, for, from, when*

Phonics:

- words with double consonants and short vowel sounds (e.g. little, princess, slipper)

Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

ELL/ESL

¿Quién vive aquí?

[See back page](#)

Overview: Read the clues about famous stories. Then see if you can answer the question, Who lives here?

Getting Ready to Read

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

- What fairy tales do you know?
- Where does each fairy tale take place?

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

- Hold the book. Call children's attention to the title. Read: "*Who Lives Here?*"
- Ask children to use the title and picture on the cover to predict what will happen in the story.
- Show the back cover and read the copy. Ask children to predict what some of the clues and answers might be based on their knowledge of common fairy tales.
- Have children suggest some words they might read in the story. Ask them to predict how a "clue" might sound.
- Give children the book and have them look at the pictures. Ask them to predict which fairy tale each page depicts. Ask them to notice the answers at the bottom of the pages without reading them yet!

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 for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- Vocabulary words that may be unfamiliar to students, especially if they don't have experience with fairy tales, include straw, hut, glass slipper, ball, "golden braid," "grassy meadow," ogre, guards, palace, and spell.
- Each page gives descriptive clues about a fairy tale setting, with the answer printed upside-down under the illustration. Fairy tales included are: The Three Bears, The Three Little Pigs, Snow White and the Seven Dwarves, Cinderella, Rapunzel, The Three Billy Goats Gruff, and Sleeping Beauty.

Guided Reading Note: Children reading at level K are becoming more fluent, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to

build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read the book to find out which fairy tale setting each set of clues describes.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the story about?" or "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?



- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

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 or sound chunk 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 story grammar—characters, setting, problem, solution, and so on.
- 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- 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 which fairy tale settings the book described.

2. Ask questions like those below. Encourage students to provide evidence from the text to support their answers.

- What clues did the book give for the first [next] setting? What fairy tale did the clues describe?
- Do you know the story of [*The Three Bears*]? Do the details shared match the version you know? Would you add any other information to the clues?
- What similarities do you notice across the different sets of clues and settings?
- Why do you think fairy tales have been popular stories for such a long time?
- Which fairy tale of these do you like the most? Are there any you don’t like? Why?
- What is another fairy tale you would like to see included in this story?



Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Have students read the clues aloud to the rest of your class without showing the book pages and ask them to guess the fairy tale described. Talk about reading fluently and with appropriate phrasing to ensure the clues are intelligible to listeners without the support of the illustrations.

Have students work together to synthesize the information from the text by creating a chart with categories such as "who," "where," "special details," "what happened?" adding information for each fairy tale.

Have students read or read aloud traditional versions of each fairy tale listed. Add additional information to your chart as applicable.

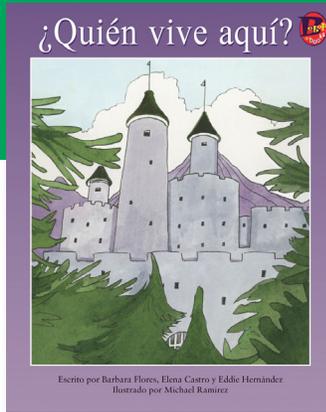
List the words from the book that include a short vowel sound followed by a double consonant (e.g., little, princess, glass, slipper, grassy, cross, kisses). Practice reading the words and ask students to notice the type of vowel sound. Brainstorm other words with the same spelling pattern. You might also talk about the exceptions to this rule from the story (small, ball, tall) and relate these words to the high-frequency word "all."

Have students use sticky notes to add sketches of characters and speech bubbles to the text, predicting what the characters would say based on information in the book.

Have students use the clue/answer structure to write their own "Who Lives Here?" (or "Who Works Here?" "Who Plays Here?" or similar) books about a different category individually or collaboratively. Talk about helpful sentence starters, referring to examples in the book (e.g., "There is..." "There are...")

Make a list of setting-related vocabulary, starting from the examples in the book (hut, forest, castle, high mountain, tower, grassy meadow, etc.) Brainstorm additional setting words. Continue to add examples from other books you read.

Social Studies: Have students read or read aloud versions of the fairy tales listed from diverse cultures such as those from this collection (<https://www.leeandlow.com/collections/cinderella-around-the-world>). Make connections and comparisons between texts, especially related to settings.



Guided Reading with **¿Quién vive aquí?**

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 are elements associated with each fairy tale presented in the story:

Guided Reading Level: K
DRA Level: 20

Los tres osos: una casita; el bosque; tres platitos; la mesa; tres sillitas; tres camitas; una niña

Los tres cerditos: tres casitas; el campo; un lobo; una casita hecha de paja; una casa de palitos; una casa de ladrillos

Blanca Nieves y los siete enanitos: una choza; el bosque; una puerta pequeña; siete sillitas; siete camitas; princesa bonita

Cenicienta: el castillo; una montaña alta; príncipe; esposa jovencita; zapatito de cristal; la fiesta

Rapunzel: una torre alta; el bosque; una bruja malvada; bella muchacha; trenza rubia muy larga

Los tres chivos Gruff: un prado; puente viejo; un ogro;

La Bella Durmiente: un palacio cubierto de ramas; una princesa; un hechizo; un príncipe; un beso

Print all of the elements associated with the fairy tales on individual index cards (note that there may be multiples cards of certain words). After, print the names of the fairy tales on larger index cards that will act as the headings for the sorting activity. Have students sort all of the appropriate objects/things underneath each fairy tale without support from the illustrations.

For students engaging with both English and Spanish texts, have students note that there are questions on every page. In Spanish, the 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.

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.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



For more information about Bebop Books, please contact:

Abraham Barretto, Vice President of Educational Sales Bebop Books

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com