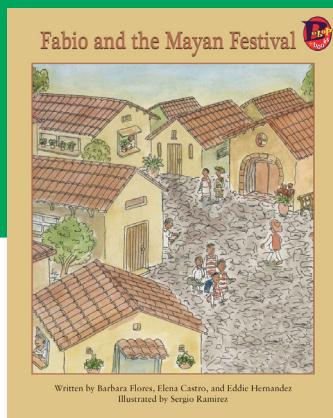




BEBOP CLASSROOM CONNECTION



16 pages, 268 words

Genre: Realistic 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, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use text and illustrations to visualize story events
- use background and vocabulary knowledge to help read and comprehend unknown words
- read and comprehend dialogue in various formats
- maintain comprehension over more text episodes

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- varied sentence lengths and formats

High-frequency words:

- the, of, are, there, is, a, for, to, do, get, and, they, will, at, but, is, all, have, too, one, he, as, what, I, her, you, says, our, how, when, has, in, very, be, into

Phonics:

- vowel digraph "ea"

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

Fabio y el festival maya

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Guided Reading with

Fabio and the Mayan Festival

Guided Reading Level: K

DRA Level: 20

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

Overview: Fabio would like a poncho to wear to the Mayan cultural festival. Read this story to find out what happens.

Getting Ready to Read

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

- Have you ever really wanted something because your friend had it, or because you felt like you were the only one without it? What was it? What happened?
- What's a festival? What could you see or do at a festival?
- Have you ever done something kind for someone without being asked to or voluntarily? Why did you do it? How did it make you feel?

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

- Hold the book. Call children's attention to the title. Read: "*Fabio and the Mayan Festival*."
- Ask children to use the title and picture on the cover to predict what the story will be about.
- Show the back cover and read the copy. Confirm children's understanding of the words "poncho" and "Mayan cultural festival." Ask children to predict whether Fabio will get a poncho for the festival.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read. Introduce some of the content-specific vocabulary if you'd like.



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.
- Content-specific vocabulary words include: Mayan, festival, San Lorenzo, Mexico, cultural, poncho, weave, shawls, sashes, backstrap loom, yarn, design
- The story follows a typical narrative structure, including an introduction of characters/setting, problem, related events, and resolution.
- The amount of text on each page and placement of text vary throughout the book.
- The illustrations support and extend the text, but most of the meaning is contained in the text.

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 whether Fabio gets a poncho for the cultural festival.

2. Have children read the book 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 book about?" or "Tell me how the book 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.

- 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 what happened when Fabio wanted a poncho.
Pay special attention to reviewing characters' responses to story events.**2. Ask questions like:**

- Where does Fabio live? What's happening in his community?
- What does Fabio want? Why?
- What does Fabio's sister Akna decide to do? Why do you think she makes this plan?
- How does Akna get ready to make the poncho? What does she do to make it? Who helps?
- Why do you think Akna has never woven a poncho before? Does weaving a poncho look hard? What makes you think so?
- What did you learn about weaving from this book? What are you still wondering?
- How do Akna and Fabio's grandparents react to the finished poncho? How do you think they feel? Why?
- How does Fabio feel about the new poncho? How do you think Akna feels about giving it to him?
- Why do you think the authors wrote this book? What might they want readers to think about?
- How do you think Fabio found out that his sister made the poncho for him?
- Do you think Akna is a good big sister? Why or why not?
- If Akna hadn't made a poncho for Fabio, do you think Fabio should still get to be in the festival whether he has a poncho or not? Why?



or why not? How else could he have solved his problem?

- Why do you think Fabio believes he has the “best sister in the world”?
- Based on this story, do you think Fabio and Akna are close and get along? What makes you think so?
- Share a time someone close to you did something kind or a time you did something kind for someone you care about.
- Do you think the title is a good fit for the story? What other titles do you think would fit the story? Why?

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 ongoing 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: Beginning with the word “weave,” brainstorm words that include the long vowel pattern “ea.” Have students practice reading and

writing some of them in context. Review other long e patterns for comparison.

Have students use sticky notes to add speech bubbles to the illustrations. Ask them to focus on including characters’ words or thoughts not already written as dialogue in the text.

Review some of the content-specific vocabulary from the book, such as “backstrap loom.” Ask students to practice inferring word meanings using evidence from the text and illustrations.

Have students practice summarizing the text orally or in writing, making sure to include information about the characters, setting, problem, and resolution.

Have students read, or read aloud, other books about weaving, such as *Rainbow Weaver/Tejedora del arcoíris* <https://www.leeandlow.com/books/rainbow-weaver-tejedora-del-arcoiris>. Make connections between texts.

Social Studies: Use other books or online resources to learn more about Mayan culture, using specific topics from the story as starting points (e.g., cultural festivals, weaving).

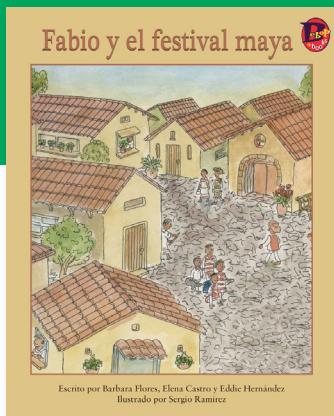
Art: Invite students to try a simple weaving project using paper strips, yarn, or fabric scraps.

Revisit the page of the story when Fabio’s grandmother describes red and white as “important colors to our people.” Talk more about what this might mean. Help students research meaningful colors in Mayan culture or other cultures. Have students create their own poncho designs that include colors meaningful to them.

Music: Listen to music that might be played at a Mayan cultural festival.



BEBOP CLASSROOM CONNECTION



Guided Reading Level: J

DRA Level: 18

Guided Reading with **Fabio y el festival maya**

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 items are needed to make the poncho: colores rojo y blanco; telar amarrado; hilo blanco; el telar. Print the names of the objects on individual index word cards. Cover the text from the story and have students match the nouns/items with their corresponding illustration.

Verb Support

The following action words/verbs are used to describe the process of creating the poncho: usar; enseñar; tejer; ayudar; trabajar

Have students identify the sentences in the story that used these verbs to describe how the poncho is made. Then, afterwards, have students use those same words to make sentences of their own about something that they've made in their own life.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements and questions used throughout the story. 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.

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.

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**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