

Written by Barbara Flores, Elena Castro, and Eddie Hernandez
Illustrated by Michael Ramirez

8 pages, 160 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, including content-specific vocabulary, 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 to understand unfamiliar vocabulary, especially with fewer details supported by illustrations.

Supportive Text Features:

- few details supported by illustrations
- text includes some repetitive language and phrasing
- predictable list structure
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- varied sentence lengths and formats

High-frequency words:

- *I, am, a, and, the, to, when, is, it, my, you, if, your, at, are, we, our, have*

Phonics:

- multisyllable words

Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7

ELL/ESL

Soy la tetera

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Guided Reading with

I Am a Teapot

Guided Reading Level: K
DRA Level: 20

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

Overview: Read this book to find out about different teas made from herbs and spices and how they might help you.

Getting Ready to Read

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

- Have you ever had tea to drink? Does anyone you know drink tea?
- Do you know anything about how tea is made? What do you need to make tea? What do you do?
- What might be some reasons that people drink tea?

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

- Hold the book. Call children's attention to the title. Read: "*I Am a Teapot.*"
- Ask children to use the title and picture on the cover to predict what the book will teach them.
- Show the back cover and read the copy. Ask children to predict what different kinds of tea might be in the book and how they might help people.
- Have children suggest some words related to tea 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.

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: teapot, tea, peppermint, boiling, pour, herbs, “tummy is upset,” chamomile, spices, ginger, carsick.
- The story is written in first person narrative form from the viewpoint of multiple teapots.
- The amount of text on each page vary throughout the book.
- Each page describes a teapot and a type of tea, including information about how to make the tea and how it might help someone.
- The illustrations support and extend the text, but most of the meaning is contained in the text.
- Multiple compound words are used: peppermint, teapot, carsick.

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 about different kinds of tea and how they help people.

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?
- How are they dealing with following a longer, more complex story? 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 ideas presented and how they relate to one another.
- 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 ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about the information presented about tea. Pay special attention to reviewing the vocabulary from the book.

2. Ask questions like:

- What did the different teapots look like?
- What kinds of tea did the book include?
- What information did the book give about how to make tea?
- What ways did the book share that tea can help people feel better?
- Why do you think the authors wanted to write this book?
- Does this book make you want to drink tea? Why or why not?
- Do you or anyone in your family drink tea? Is it a regular drink or used for certain occasions? How is it served? (For example, hot/cold, with lemon, milk, sugar, alongside biscuits or crackers, and so on)
- How is tea different from and similar to other drinks, like coffee?

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: Sort cards listing vocabulary words from the book by number of syllables. Practice segmenting each written word into syllables and discuss which letters are used to make the sounds in each syllable.

Use the text to practice summarizing the main purpose of a text and providing supporting evidence. Create a chart listing each type of tea, how it’s made, and how it helps people. Together, write a statement about tea based on the information presented in the book.

Collect a selection of actual tea boxes or bag wrappers. Invite students to read the names of each tea and the information on each one. Make connections to the book and discuss additional information learned.

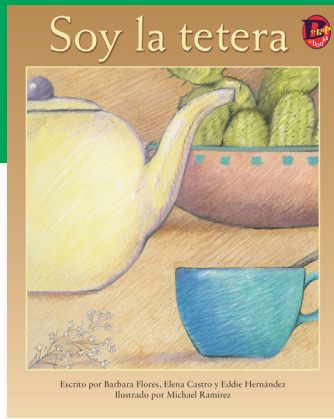
Science: Set up a sensory observation of two different types of herbal tea. (Use warm, not boiling water!) Have students observe and compare the look, smell and feel of both the tea bags and prepared tea, and taste the tea, if possible. Have them make and label observational drawings of the tea bag and prepared tea and write about their findings.

Look at photos or real examples of the plants from which the teas in the book are derived (chamomile flowers, peppermint leaves, and gingerroot). Learn about other herbs and spices that can be used to make tea.

Social Studies: Use books and online resources to learn about tea-drinking traditions around the world. Compile information gathered on a chart.

Read the story *Chachaji’s Cup* (<https://www.leeandlow.com/books/chachaji-s-cup>). Discuss how tea brings the family together.

Art: Ask students to imagine they work for a tea company. Have them write and illustrate ads for teabags, drawing upon the information presented in the book to think of selling points.



Guided Reading with Soy la tetera

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 & Adjective Support

The following teas are mentioned in the story: el té de menta; el té de manzanilla; el té de anís

The following adjectives and colors are used to describe the teapots in the story: redonda/café; grande/amarilla; alta/gris

Guided Reading Level: K
DRA Level: 20

Print the different types of teas on separate, individual word cards. Place them as headings for the word sort. Print the adjectives and colors used to describe the teas on other individual word cards. Have students sort the adjectives and colors underneath the appropriate heading that matches the tea from the story, without support from the illustrations.

Verb Support

The following are verb phrases used to describe the different types of teas:

El té de menta: la pancita te duele, te ayuda a mejorar

El té de manzanilla: no tienes sueño, te ayuda a dormir y a soñar

El té de anís: tienes tos y gripa, te ayuda a curar

Print all of the different descriptor verb phrases for each tea on individual index word cards and mix them up. Without the support of the illustrations, have students place the word cards with the verb phrases underneath their appropriate tea heading. To work on additional verb support, have students underline or highlight all of the verbs/ actions in the sentences.

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.

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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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