



8 pages, 138 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, relying on a wide variety of spelling patterns
- use background and vocabulary knowledge to read unknown words
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- maintain comprehension over more text episodes

Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- most vocabulary is familiar, with some more varied word choices and literary language

High-frequency words:

- *my, and, I, in, an, our, a, like, to, on, the, with, we, for, me, do, when, at, by*

Phonics:

- syllabication of multisyllable words

Common Core Standards:

- RE.1.1, RE.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Nuestro apartamento

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Guided Reading with

Our Apartment

Guided Reading Level: H

DRA Level: 14

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

Overview: This girl and her family live in an apartment. See how an apartment is the same as or different from where you live.

Getting Ready to Read

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

- What's an apartment? Do you live in one or have you visited one?
- What rooms might a family have in their apartment?

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

- Hold the book. Call children's attention to the title. Read: "*Our Apartment*."
- Ask children to use the title and picture on the cover to make predictions about who the book will be about and what it will say.
- Show the back cover and read the copy. Ask children to predict what might be same or different about the apartment in the book and where they live.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to notice what room each picture 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.
- 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: my, and, I, in, an, our, a, like, to, on, the, with, we, for, me, and, do, when, at, by
- Most pages include the sentences: "Our apartment has..." and "I like to..." to describe the girl's home and what she or other family members do in each room.
- Vocabulary that might be unfamiliar to students includes: apartment, delicious, cozy, dining, balcony.
- There are several compound words: living room, bedroom, homework, bathroom, dinnertime, outside, everyone.
- The photographs support and extend the text, but most of the meaning of the story is contained in the text.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the girl's apartment and what she and her family do there.

2. Have children read the first few pages silently. 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. Check comprehension with a simple comment, such as: "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 record these observations.

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 using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make 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 and exclamation points as keys to reading with a particular kind of expression or inflection.
- Review or teach compound words.
- 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 was in the girl’s apartment.

2. Ask questions like:

- Who lives with the girl?
- What rooms are in her apartment? What does she like about each one?
- How does the girl feel about her apartment? How do you know?
- How is the girl’s apartment the same as your home? How is it different?
- Do you like to do any of the same things as the girl? Why or why not?
- Do all homes have these rooms? How might homes be different from each other?
- What are other types of places people can live in? (house, bungalow, cabin, adobe, dorm, mansion, mobile home, so on)

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: Review the episodes in the book by having students work in pairs to sketch a simple map of the girl's apartment with symbols or labels showing what the girl likes to do in each room.

Have students turn the book into a short performance, taking turns reading aloud the description of each activity and acting out the activity described.

Create a "home" vocabulary list organized by room, using the vocabulary from the book as a starting point.

Use the sentence structures from the book to write a script for a tour of the different areas of your classroom. Include comments about what students like to do in each area. Have students give the tour to a school adult or record a tour video.

List some of the multisyllable words from the book. Review counting syllables by saying aloud some of the multisyllable words from the book. Sort them by number of syllables. Discuss how every syllable in a word has a vowel (or sometimes, y). Look at the spellings of some of the words and mark the syllable breaks. Practice decoding several unfamiliar multisyllable words one syllable at a time.

Review the definition of a compound word. After giving one or two examples from the book (e.g., bedroom), have students review the rest of the text to list compound words. Talk about noticing the component words as one strategy for reading compound words.

Mathematics: Use apartment buildings as the context for math problems about repeated addition or simple multiplication. For instance, draw an apartment building with five floors and five windows per floor and ask students to represent how many windows are in the building with a number sentence. Or, write story problems such as, "Rosa's building has three floors. It has two apartments per floor. How many apartments are in Rosa's building?"

Social Studies: Have students create Venn diagrams comparing their homes to the apartment in the book.

Compare an example of an apartment floor plan to the book illustrations to learn about bird's eye view maps. List similarities and differences between the book and a map.

Show students different examples of how buildings can be drawn on paper, including cross sections and birdseye view maps. Have each student choose a strategy to create a map of his or her home and label the different parts.

Read books or view online content to learn more about homes around the world. Talk about the universal qualities of "home." Compare and contrast other types of homes to the home in the book.

Art: Have students paint or draw a portrait of themselves with their family at home. Encourage them to include details in the portrait that show the setting, using the book illustrations as examples.

Physical Education: Play charades. Hold up word cards for the different rooms in the story. Have students read the words and act out something they might do in that room.



Guided Reading Level: H
DRA Level: 14

Guided Reading with Nuestro apartamento

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 rooms are listed in the story: una cocina, una sala, una recámara, un baño, un comedor, un balcón

Print the names of the rooms on individual index word cards. Cover the text from the story and have students match the rooms with their corresponding illustration.

Verb Support

The following actions/words are used to describe what the girl does in each of the rooms:

Una cocina: cocinar comidas deliciosas

Una sala: sentarme en el sofá

Una recámara: leer mis libros

Un baño: jugar con los juguetes

Un comedor: ayudar a comer a mi hermanito

Un balcón: sentarse afuera al sol

Print each of the verb phrases on individual index cards. Then, using the room word cards as headers from the Noun Support section of the guide, have students sort the different actions underneath their appropriate rooms.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the 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.

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