



Guided Reading with

Bravo, Etta!

Guided Reading Level: G

DRA Level: 12

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by John Martinez

Overview: Etta was going to dance in a ballet recital. Read to find out what happened as she got ready with her mom's help.

8 pages, 184 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
- use commas to support phrasing
- adjust voice when reading sentences ending in exclamation marks
- 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
- text episodes follow a clear sequence
- text includes some repetitive phrasing

High-frequency words:

- *was, to, in, a, her, on, and, how, she, for, it, the, by, some, off, at*

Phonics:

- double consonants after a short vowel (e.g., Etta, ballet, dizzy)

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

jBravo, Queta!

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Getting Ready to Read

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

- Have you ever prepared for a big event, like a performance, sporting event, or first time doing something? What did you do to get ready? What did it feel like?
- When a child is getting ready for a performance or event, what might a caring adult do? What would be helpful?
- How do you show it when you're proud of someone for doing a good job?

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

- Hold the book. Call children's attention to the title. Read: "*Bravo, Etta!*" Talk about the expression "Bravo!"
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Talk about what a "ballet recital" is. Have children predict how Etta will get ready and how her mom might help.
- 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 Etta might be



doing to get ready for her recital on each page. Introduce any vocabulary that might be unfamiliar.

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 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: was, to, in, a, her, on, and, how, she, for, it, the, by, some, off, at
- The text describes how Etta gets ready for a ballet recital on each day of the week. It includes the days of the week names Sunday through Saturday. Each episode includes a problem and how her mom helped.
- Content-specific or potentially challenging vocabulary words and phrases include: Bravo, ballet recital, practiced, daughter, wonderful, ballet shoe, tutu, brave, bandage, tiara, accident, twirled, dizzy, arrived, “ballet star,” “clapped the loudest”

Reading the Book

1. Set a purpose by telling children to read the book to find out how Etta gets ready for her ballet recital and how her mom helps.

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.
- 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.
- 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 how Etta got ready for her recital and how her mom helped.

2. Ask questions like:

- Where was Etta going? How long did she take to get ready?
- What did Etta have to practice? How did her mom help her?
- What problems happened during the week for Etta? How did her mom help her?
- What did Etta do during her performance? What did her mom do?
- Why do you think each time the mom helps Etta the story has “how wonderful!” at the end?
- How do you think Etta’s mom felt during the recital? How could you tell?
- Why do you think Etta’s mom clapped the loudest?
- How is this a book about not giving up? How could Etta and her mom have acted differently and how might it have changed the story?
- How does the story show that Etta’s mom is helpful/resourceful/kind/clever?
- Do you think Etta’s mom is good at fixing problems? Why or why not?
- What does this book teach about having a positive attitude?
- How do you think Etta should show appreciation and gratitude towards her mom? Do you think Etta would be successful at her recital without her mom’s help?
- What advice do you have for Etta becoming more independent?
- What do you think Etta learned from this experience? Why?
- What advice do you have for Etta the next



time she has a problem but her mom is not around to fix it?

3. Encourage students to share connections from their own lives of a family member who helped them succeed in something they were pursuing.

4. What are ways we can say “thank you” to those around us who help us learn and grow?

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 each episode. Talk about reading with expression for both the problems described and the mom’s positive statements.

Practice summarizing multiple episodes in a story by creating a three-column chart listing each day of the week, what happened, and how the mom helped.

Have students create three-box comic strips depicting one of the problem-solution story episodes. Emphasize characters expressions and feelings. For instance, label a strip “Wednesday” and model for students how the three boxes could show Etta hurting her foot, Mom bringing

a bandage, and Etta feeling better. Add speech bubbles appropriate to the events.

List and practice reading and writing words that include double consonants after a short vowel, starting with examples from the book (e.g., Etta, dizzy).

Connect this book to other books with themes of perseverance and helpfulness. List actions of both Etta and her mom that reflect these themes.

Social Studies: Read books and view online content to learn more about ballet. Compile information gathered on a chart.

Read aloud books about other types of performance arts from around the world. Discuss how this book could have sounded different if it was about a character from another cultural background or with different interests.

Art: Have students create artwork that depicts examples of working together to solve problems, using the book illustrations as examples. Have students add labels or write sentences to describe their work. Display students’ work on a bulletin board encouraging collaborative problem solving, perseverance, or helpfulness.

Writing: Have students pretend they are Etta and encourage them to write a letter to Etta’s mom. Alternatively, students can write or sketch about a time they were working on something and had an adult help them when they ran into a problem.

Music: Listen to ballet music. Try out simple ballet steps.



Guided Reading with **¡Bravo, Queta!**

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.

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Verb Support

Have students work on verb tenses in *¡Bravo, Queta!* Students can identify what tense the text is in (el *préterito*, or past tense). Have students experiment with changing the verbs into present tense (i.e. *Su mamá la ayudó a preparar—su mamá la ayuda a preparar*). What has to change? Students can work together in pairs or in small groups as they complete the verb tense activity.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements on every other 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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