

16 pages, 168 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 a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use commas to support phrasing
- use text and illustrations to visualize story events
- maintain comprehension over more text episodes

Supportive Text Features:

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

High-frequency words:

- *this, the, with, a, at, and, in, to, there, are, of, is, for, all, have*

Phonics:

- vowel digraph ew (new)
- r-controlled vowel pattern "ar" (start)

Common Core Standards:

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

ELL/ESL

¡Feliz Año Nuevo!

[See back page](#)

Guided Reading with

Happy New Year!

Guided Reading Level: H

DRA Level: 14

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by James Florez

Overview: Read this book to see how one family celebrates the new year.

Getting Ready to Read

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

- If your family has a celebration together, what do you do?
- What's the "new year?" Why do many people celebrate a new year? Have you ever celebrated it? What did you do?

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

- Hold the book. Call children's attention to the title. Read: "*Happy New Year!*"
- Ask children to use the title and picture on the cover to make predictions about who the book will be about. Call their attention to the clock time shown on the cover.
- Show the back cover and read the copy. Ask children to predict who is in this family and what they might do to celebrate the new year.
- 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's happening in each one. Draw their attention to the clock on each spread.

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: this, the, with, a, at, and, in, to, there, are, of, is, for, all, have
- The text describes what a family does at each hour leading up to midnight on New Year's Eve. It includes the repeated phrase "[number] o'clock", the family vocabulary words Grandma, Grandpa, children, grown-ups, and the number words one through ten in a countdown.
- Vocabulary that might be challenging or unfamiliar to students includes: celebrates, evening, arrives, tamales, delicious, *buñuelos* (with a glossary definition), fried dough, countdown
- Text includes several compound words: countdown, living room, and grown-ups

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 how this family celebrates the new year.

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.
- 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 how the family celebrated.

2. Ask questions like:

- Where did the family celebrate? Who came?
- What did they do first? How did they feel?
- Which foods were they excited to eat?
- What food did they have for dessert? Do *buñuelos* sound yummy to you? Why or why not?
- Why did the children take a nap?
- Why did the family countdown to twelve o’clock?
- What’s exciting about a new year?
- How might this evening be different from a typical school night?

3. Encourage children to share how they celebrate the new year on January 1 and if they also celebrate other new year celebrations throughout the year. How do their families celebrate similarly or differently than the family 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 take turns working in groups to perform this story like a newscast. Have one student hold up a clock and announce the time, another read the text as a narrator, and the rest silently act out the actions of the family members. Or, have students use sticky notes to add speech bubbles to the illustrations, imagining what the characters might say during each part.

Use the information in the book to write a "How to Celebrate the New Year" procedural text. Encourage students to use evidence from the text and illustrations to inform each step. Talk about using inclusive vocabulary such as "eat special food" and discuss opportunities for including "tips" (e.g., "If you get tired, take a nap to be ready for midnight.")

Study words that include the r-controlled vowel pattern "ar" or the vowel digraph "ew," beginning with "start" or "new" in the text. Practice reading and writing the words in sentences.

Revisit some of the more challenging multisyllabic words in the text. Practice chunking these words to read them. Ask students to attempt chunking other words that share some of the same features.

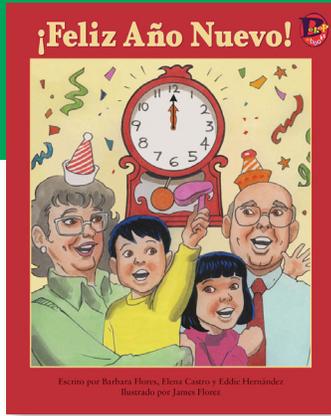
Have students read, or read aloud, other books about new year traditions in various cultures, such as *Every Month is a New Year: Celebrations Around the World* (<https://www.leeandlow.com/books/every-month-is-a-new-year>). Talk about how the lesson text may have sounded different if written about a different family.

Talk about the practice of writing new year's resolutions. Use evidence from the story to guess what some of the family members might choose as their new year's resolutions (e.g., Grandma might resolve to learn a new recipe.) Have students write their own resolutions.

Mathematics: Use the book as a context for learning about telling time by the hour. Give students a page of clocks showing different hours of the day. Have them create their own book about a special day, describing what they do at each hour. Use the sentence starter, "At ___ o'clock..."

Science: Connect the idea of a new year to the earth's rotations. Learn more about the length of a day and a year.

Social Studies: Have students read, or read aloud, other books about new year traditions in various cultures, such as *Every Month is a New Year: Celebrations Around the World* (<https://www.leeandlow.com/books/every-month-is-a-new-year>). Talk about how the lesson text may have sounded different if written about a different family.



Guided Reading Level: H
DRA Level: 14

Guided Reading with **¡Feliz año nuevo!**

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 times are listed in the story as the family prepares for the New Year: a las seis; a las siete; a las ocho; a las nueve; a las diez; a las once; las doce

The following foods are listed in the story: arroz; tamales; ensalada verde; buñuelos

Print the times and foods on separate, individual word cards for students to view and manipulate.

Verb Support

The following actions (the verbs are in bold) are associated with each time that is listed in the text : la gente **empieza** a llegar; **empieza a cocinar**; es hora **de comer**; **se pone a cocinar**; **tomen** una siesta; **se reúnen** en la sala; es hora **de cantar**

Photocopy the illustrations from the story without the words. Then, have students match the times from the Noun Support section of this guide along with the different actions from the Verb Support section of the guide to the corresponding illustration. Additionally, have students place the word cards with the names of the foods on their respective picture. Have students arrange the pictures and word cards in chronological order.

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

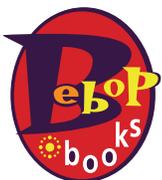
Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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