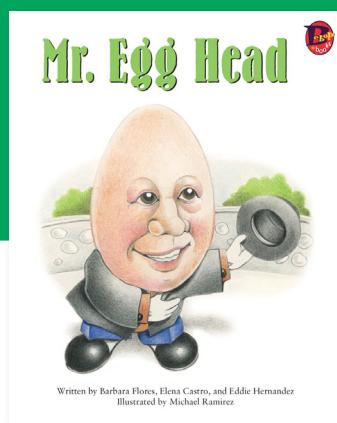




BEBOP CLASSROOM CONNECTION



8 pages, 117 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, 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 punctuation and rhyme scheme to support phrasing
- maintain comprehension over more text episodes

Supportive Text Features:

- illustrations support some text details
- text includes rhyming words
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats

High-frequency words:

- on, a, he, his, and, was, then, as, see, him, all, of, to, the, in, what, do, where, they

Phonics:

- word families: -at, -ind (as in find), -ee, -ell,

Common Core Standards:

- RF.1.1, RF.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9

ELL/ESL

Señor Cascarón

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Guided Reading with

Mr. Egg Head

Guided Reading Level: H

DRA Level: 14

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

Overview: Mr. Egg Head was sitting on a crate. Read this rhyming story to find out what happened to him.

Getting Ready to Read

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

- Do you know the nursery rhyme "Humpty Dumpty?" How does it go? (Share it if it's unfamiliar and explain that Humpty Dumpty is traditionally portrayed as an egg.) What happens in this rhyme?
- What parts does an egg have? What makes eggs fragile?
- How can rhyming words in a book help you guess the word that comes next? Give an example.

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

- Hold the book. Call children's attention to the title. Read: "Mr. Egg Head."
- Ask children to use the title and picture on the cover to predict who the story will be about.
- Show the back cover and read the copy. Ask children to predict what will happen to Mr. Egg Head. Ask them to use their knowledge of Humpty Dumpty to inform their predictions.
- 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 tell what happens in the story as they turn each page.



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: on, a, he, his and, was, then, as, see, him, all, of, to, the, in, what, do, where, they.
- This rhyme has four lines per page. It is a spin-off of Humpty Dumpty, in which an egg character falls, breaks, and gets fixed at the hospital.
- Vocabulary that might be unfamiliar to students includes: crate, suit, ill, penguins, "buzzing bee," "all of a sudden," lovely.
- There is one contraction used: didn't.

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 what happens to Mr. Egg Head.
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 what happened to Mr. Egg Head.

2. Ask questions like:

- Where was Mr. Egg Head?
- How was he feeling? Why?
- What did Mr. Egg Head see?
- What happened when the bee started buzzing around him? What were you imagining at that part?
- What did Mr. Egg Head do after he fell? What happened at the hospital?
- What do Mr. Egg Head and the snail have in common?
- How is this story the same as Humpty Dumpty? How is it different?
- How do you know this story is pretend? What clues do you see in the illustrations?
- How does this story compare to the "Humpty Dumpty" song you might know? Why do you think the authors wanted to make their own version?
- Who do you think helped Mr. Egg Head? Why?
- Where does he go to get fixed?
- How do you think Mr. Egg Head will feel the



next time he sees a bee? What can he do to minimize his chance of getting hurt again?

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 work in small groups to turn the book into a short performance, with one student acting out the part of Mr. Egg Head, one reading as a narrator, and one acting out the supporting parts (penguin, bee, doctor.) Talk about how Mr. Egg Head's facial expressions and body language can convey his emotions.

Create a Venn Diagram to compare this story to the traditional Humpty Dumpty rhyme. Or, create story maps for each rhyme listing Characters,

Setting, Problem, and Solution/Ending and compare story elements for each.

Read traditional versions of other nursery rhymes from various cultures. Have students choose one rhyme on which to become an expert and report back to the group on categories such as "Characters, setting, problem and solution," "Rhyming words," "Interesting vocabulary," etc. Also have them illustrate the events of the nursery rhyme in a comic strip style.

Explore the rhyming word families found in the story. Brainstorm other words that are part of each word family, or create them using magnetic letters.

Science: Have students attempt an egg-drop experiment. Provide an array of materials for them to protect or package an egg and test whether the egg can withstand a drop without breaking.

Discuss the feasibility of actually putting an egg back together. Brainstorm a list of items that are possible to put back together vs. those that are not. Test out any questionable items. (An ice cube is one interesting one to try!)

Art: Have students create Egg Head puzzles by providing an egg shape on cardstock for them to decorate. Then have them cut their work into pieces and store them in an envelope. Have pairs trade puzzles to try to put the Egg Heads together again.

Music: Encourage students to brainstorm ways to make parts of this story into a song.



Señor Cascarón



Escrito por Barbara Flores, Elena Castro y Eddie Hernández
Ilustrado por Michael Ramirez

Guided Reading Level: H
DRA Level: 14

Guided Reading with Señor Cascarón

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 & Verb Support

Provide students with two different colored highlighters. Photocopy the text from the story and have students go on a rhyming hunt. Have students highlight in one color all of the nouns that rhyme (i.e. cajón, pantalón, cascarrón) and then all of the verbs that rhyme in the other color (movía, quería; vio, sonrió, percató). Students can then explain how these words rhyme and then suggest other words that rhyme with them.

For students engaging with both English and Spanish texts, have students note that there are questions and exclamatory statements in the story. In Spanish, the exclamation points and question marks 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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