

Guided Reading with

My Days of the Week

Guided Reading Level: F

DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez, photographs by Mike Castro

Overview: Read this book to find out some of the things this girl does each day of the week.

8 pages, 129 words

Genre: Nonfiction

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
- pause at commas and keep reading longer sentences
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text follows a clear sequence
- text includes some repetitive phrasing
- familiar content close to many children's experiences

High-frequency words:

- on, I, my, in, the, she, me, a, for, to, when, am, at, and, go, he, with, of, our, some, have

Phonics:

- long a sound with silent e (make, gate, baseball, take)

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.1.4, RL.1.7

ELL/ESL

Mis días de la semana

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Getting Ready to Read

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

- What are the days of the week? Which days are usually school days and which days are weekends?
- What's an example of something our class does on a certain day of the week?
- Do you and your family members have a schedule for different days of the week? What's something you do on a certain day? With whom do you do it?

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

- Hold the book. Call children's attention to the title. Read: *"My Days of the Week."*
- Ask children to predict what the girl will do on the weekdays and weekends, and with whom she will do it.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story, especially days of the week and family members.
- Give children the book and have them look at the pictures. Ask them to notice what the girl is



doing on each page. Ask them to point out the day of the week word on 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 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: on, I, my, in, the, she, me, a, for, to, when, am, at, and, go, he, with, of, our, some, have.
- It also contains the days of the week from Sunday to Saturday, and the family member words grandma, sister, mama, papa, family, and brother.
- Each page describes something a girl does on one day of the week and with whom she does it. Each page contains two sentences, the first starting with “On [day...] and the second describing something that “always” happens.
- There are several compound words used: afternoon, front gate, baseball, backyard, corn on the cob, and playground.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the girl does each day of the week.

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.
- 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 what the girl does on each day of the week.

2. Ask questions like:

- With which family members does the girl

spend time during the week? What do they do together?

- What can you learn about the girl based on her description of her week?
- How is the girl’s week the same or different than your typical week?
- Do you like the idea of having the same schedule every week? Why or why not?
- Why is it helpful to have routine across your week? Why might a family do the same activity every week at the same time?
- How does this girl’s family work together to get everything accomplished?
- How does this girl spend time with different family members? Are there activities in your week you look forward to spending special time with a family member?
- How does each family member show they care about this girl?
- Which activities in the book should be done with an adult’s help?

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 turn the book into a short performance by acting out the girl's week using simple props as they read. Have one student play the part of the girl and another switch between the parts of the family members. To extend the reading material, add dialogue to each page as speech bubbles on sticky notes.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting different days of the girl's week.

Have students read other books that include family member vocabulary. Make connections between texts. Talk about looking carefully at letters and sounds in a word to determine exact names for each family member (e.g., grandma vs. grandmother vs. granny).

Have students use the structure of the book to write books about their own weeks.

Read aloud or have students read other books that relate to days of the week, such as *Family Poems for Every Day of the Week/Poemas familiares para cada día de la semana* (<https://www.leeandlow.com/books/family-poems-for-every-day-of-the-week>.) Discuss connections between texts.

Label a chart with "Weekend" and "Weekday." List typical things to do on each type of day using shared or interactive writing. Start with the activities described in the book and then brainstorm additional ideas. Have students discuss and compare these two times of the week.

Mathematics: Use this book to learn more about using calendars. Provide students with a

calendar for the month. Have them fill in what the girl does on each day of the month, using the day of the week as a guide.

Have students survey classmates or school adults about what they do on a certain day of the week from a set of choices or as a "yes/no/sometimes question." Have students communicate their findings in pictures, numbers, or words.

Have students design a poll for the class, such as "What is your favorite day of the week?" Discuss the results with the class.

Social Studies: Read other books or view online content to learn more about the lives of children around the world. Talk about how this book may sound differently if written about different children's weeks. Invite students to create their own characters and rewrite the book to feature diverse children and families.

Music: Learn different "Days of the Week" songs, including ones that say the days in different languages.



Guided Reading with **Mis días de la semana**

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 girl in the story talks about the following family members or places during her week: abuelita; hermana;

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mamá; papá; biblioteca; familia; hermano

Print the following family members/places on individual index word cards.

Verb Support

The girl's family members/places provide different activities for her during the week: me **hace** un sandwich de queso; me **lleva** a la entrada de la escuela; me **anima** cuando voy a batear; me **compra** una golosina; **encuentro** muchos libros; **cena** en el patio; me **lleva** al parque

Print the verb phrases on individual index word cards. With or without support from the illustrations in the story (with the text covered), have students match each family member from the Noun Support section from the guide with each verb phrase.

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.

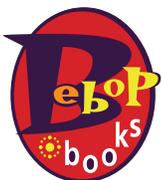
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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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