

Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

My Long Trip

Guided Reading Level: F

DRA Level: 10

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

Overview: This boy is going on a long car trip. What do you think he will take to keep himself busy on the trip?

8 pages, 133 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
- read simple plural words with -s endings
- look at each part or syllable of a longer word to read it
- use high frequency words as markers
- use questions asked in the text to support comprehension
- adjust voice when reading sentences ending in question marks
- 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 includes some repetitive phrasing
- punctuation supports comprehension (e.g., question marks, exclamation marks)
- familiar content close to many children's experiences

High-frequency words:

- *I, am, go/going, on, a, to, my, it, will, be, in, the, what, should, with, me, some, can, play, and, for*

Phonics:

- -ing, -ong
- consonant blends with r (tr, cr, dr)

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

Mi largo viaje

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Getting Ready to Read

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

- Do you ever travel to visit someone? Who? How do you get there?
- Do you like traveling? Why or why not?
- What could you bring on long ride to stay busy? Why are those things good to bring? What are some things that aren't good to bring? Why not?

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

- Hold the book. Call children's attention to the title. Read: "*My Long Trip.*"
- Ask children to predict where the boy is going and how he might get there.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story, especially items the boy might pack.
- Give children the book and have them look at the pictures. Ask them to notice what the boy packs 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 word 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 to check against the letter sounds.

4. Be aware of the following text features:

- The book contains familiar words: I, am, going, on, a, to, my, it, will, be, in, the, what, should, with, me, some, can, play, and, for
- Each page begins with a question, "Should I take my....?" and answers with information about what the boy can do with each item on his car trip. The first and last pages are different.
- There are two compound words used: action figures, superheroes and notebook.
- There is one contraction used: let's.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the boy packs for his long trip and what he will do with each thing.

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 boy packed.

2. Ask questions like:

- Where was the boy going? How was he traveling there?
- What did the boy pack first [next]? Why did he think that would be a good thing to pack?
- What’s similar about all the items the boy packed?
- What do the things the boy packed tell you about his interests?
- Would you pack the same things? Why or why not?
- What advice do you have for the boy and his family on a long road trip?
- Why do you think the boy felt he needed to bring things to do in the car?

- Which of these things are fun to do by yourself? Which are fun to do with a friend?
- What do you like to bring on a long trip or commute? What do you like to do to pass the time?
- What advice do you have for the boy if he forgets to bring something to do on the long trip? How could he occupy or entertain himself without a toy?

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 boy packing his backpack. Have one student read and play the part of the boy and another follow along to hand the “boy” the correct props.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting the different items the boy packed.

Have students read other books about packing bags or getting ready for a trip. Compare and contrast the different texts.

Have students use the structure of the book to write and illustrate their own books about packing for a trip. Provide the sentence frames “Should



"I pack my ____?" and "I can _____ with my _____ during the long trip."

Use students' experiences with the word "should" in the book to practice reading and using "could" and "would." Talk about the letters in each word that are good phonetic clues for reading them, and the ones that are irregular. Practice reading and writing questions and statements using each word.

Review some of the multisyllable words in the book (e.g., paper, pencils, computer, superheroes, etc.) Sort the words by number of syllables and talk about using each syllable or part of a word to read it.

Label a two-column chart with "Thing" and "What to do with it." List the items from the book and how they are entertaining using shared or interactive writing. Start with the activity suggestions from the book and also brainstorm other ways to use the items. Make connections to other occasions that include wait time, such as commuting, waiting rooms, etc.

Practice vocabulary from the book and other related vocabulary with a spin on the "I'm going on a picnic.." game. Play, "I'm going on a car ride and I'm packing..." and ask students to cumulatively recall what each person contributed.

Mathematics: Use this book to learn more about using amounts of time or telling time. Tell students the amount of time the car trip might take (e.g., two hours.) Have them brainstorm different ways the boy might divide his time (e.g., 30 minutes of reading, 30 minutes of writing, one hour of computer games.) Brainstorm different ways to represent the time breakdowns in writing, numbers and pictures.

Write story problems about the number of items that fit in a backpack to work on combinations to make a number. For instance, "My dad said I can pack 5 things in my backpack. I want to bring

books and action figures. How many of each could I fit?" Have students represent their responses in pictures, numbers, and words.

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

Have students interview a partner on what they like to do during a long trip (whether on a bus, in a car, in a subway, on a plane). Students should take notes and sketch their partner's answers: What do you like to do to pass the time by yourself on a long trip? With other people? Encourage volunteers to share their partner's answers.

Writing: Ask students to write a letter to the boy on additional ways he could pass the time on a long trip. What car games are fun to do? What can you do by yourself and what can you do with others?

Art: Provide students with a large backpack shape and ask them to paint or draw items they'd pack for entertainment on a long trip. Have them label or write sentences explaining why they chose each item.

Music: As a class, brainstorm a playlist of songs they like to play when they are on a long trip. Note: listen to all suggestions before including them to ensure the songs are age appropriate. This playlist could be used on the next fieldtrip or shared with families to use on their own.

Encourage students to recreate the song "Wheels on the Bus" for other modes of transportation, such as "Tires on the Car" and so on.



Guided Reading with **Mi largo viaje**

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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Noun & Adjective Support

The following nouns are objects that the boy brings on his trip: mis libros; mis colores y papel; mis monitos; mis lápices y un cuaderno; mi tableta

Print the each of the objects on individual index word cards.

Verb Support

The following verb phrases are listed in the story that are associated with the objects the boy brings on his trip: leer mis cuentos favoritos; dibujar lo que veo; jugar; escribir cuentos chistosos; jugar juegos de computadora

Print each of the verb phrases on individual index cards. Then, without using support from the illustrations, have students match each object from the Noun & Adjective Support section of this guide with its corresponding verb phrase. If needed, students can refer to the pictures from the story afterwards and match each object and verb phrase with the appropriate photograph.

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

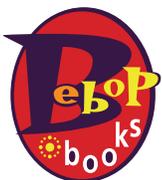
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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