

8 pages, 130 words

Genre: Realistic 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
- read varied sentences fluently, with expression and stamina
- adjust voice when reading sentences ending in question marks
- use commas to support phrasing
- use questions asked in the text to support comprehension

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language
- some line breaks match phrasing

High-frequency words:

- *of, then, to, what, I, should, am, because, off, go, it, is, and, a, from, the, where, there, are, when*

Phonics:

- vowel digraphs ou vs. oo

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

¿Qué me pongo?

[See back page](#)

Guided Reading with

What Should I Wear?

Guided Reading Level: G

DRA Level: 12

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

Overview: What should this boy wear in different kinds of weather? The clues in this book will help you figure out the answers.

Getting Ready to Read

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

- How do you decide what to wear each day?
- How does the weather help people decide what to wear? What's something you wear in a certain kind of weather or season?

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

- Hold the book. Call children's attention to the title. Read: "*What Should I Wear?*" Point out that the book title is a question.
- Ask children to predict how the book title's question might be answered in the story.
- Show the back cover and read the copy. Have children predict what clues the story might give and what the boy will wear in different types of weather.
- Have children predict some words they might read in the story. Ask them to think about dressing from head to toe to help brainstorm more clothing item words.
- Give children the book and have them look at the pictures. Ask them to describe what the pictures on each page show about both weather and clothing. Introduce the format of the book, showing children how one page introduces information about the



weather and then the related clothing is revealed when you turn the 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.

4. Be aware of the following text features:

- The book contains familiar words: of, then, to, what, I should, am, because, off, go, it, is, and, a, from, where, there, are, when. It also includes the season words summer, autumn, winter, spring.
- The text describes the weather and common activities in each season and asks “What should I wear?” The following page answers “I wear...” with a list of items including commas.
- Content-specific vocabulary words and phrases include: hot, “cool off,” swimming, windy, leaves, sweater, “long pants,” cap, cold, snow, “warm jacket,” hat, “snow boots,” gloves, raining, wet, raincoat, “rain hat,” “rain boots.”
- The text is structured in a form of clues about the season and asks the reader to predict what is the appropriate clothing for each season.
- The pictures enhance the story, but most of it is told in the text.
- There are different numbers of sentences

on each page; some text requires a return sweep.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the boy wears in different kinds of weather.

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 wears in different types of weather.

2. Ask questions like:

- What did the boy do in summer? What was the weather? What did he wear?
- What other seasons did the book describe? What was the weather? What did the boy wear?
- Do you wear any of the same things as the boy? Which ones? What do you wear in each season that's different?
- Do you think all children dress this way in each season? Why or why not?
- How would you describe each season where you live? For example, does winter where you live have snow? How do you dress for winter in your area?
- Which is your favorite season? Why?
- Have you ever misplaced a jacket, hat, or mitten and needed it for the weather? How did you feel? Did you find it and if so, where? How do you keep track of different types of clothing?

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 together to read the book aloud and "get dressed" for each season using spare clothing items or pictures to hold up.

Have students make their own version of the book



as a lift-the-flap book. Provide some sentence frames, such as, “In summer I _____. The weather is _____. What should I wear?” on the outside flap and “I wear _____” under the flap.

Show picture cards and/or write words from the story and others with “oo” and “ou” vowel patterns on cards (e.g., cool, boots, outside). Sort the words by oo/ou and talk about each digraph.

Notice the word “should” throughout the book. Talk about this high-frequency word, plus “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.

Have students read, or read aloud other stories about getting dressed for the weather, such as *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>) or *Living in an Igloo* (<https://www.leeandlow.com/books/living-in-an-igloo>)

Make connections and compare the characters’ experiences across texts.

Make a list of weather-related vocabulary words. Sort the words into meaningful categories, such as “season words,” “types of weather,” and “clothing words.”

Mathematics: Write story problems that include weather and clothing-related vocabulary, especially to practice counting by 2s. For instance, “Carla, Pablo, Lucy, and Nate all came inside on a rainy day and took off their boots. How many boots did they have all together?”

Connect learning about the seasons to working with a calendar. Have students color-code a calendar to predict the weather on each day of the year, based on the season. Have students mark their birthdays, and classmates’ birthdays, and predict what the weather will be on those days based on the season.

Science: Read informational books and view online content to learn more about each season.

Compile information gathered on a four-column chart.

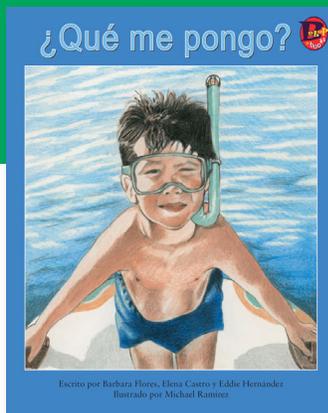
Social Studies: Connect knowledge about seasons to information about climate in different parts of the world. Predict where the boy in the story might live. Talk about how the book would sound different if written about a child living in a different part of the world.

Discuss challenges when children do not have weather-appropriate clothing. Explore organizations in your area that provide clothing for children, such as winter coat drives. Plan a way to contribute or support their efforts as a class.

Art: Fold a large paper into four vertical sections. Have students create portraits of themselves dressed in all four seasons. Use paint, drawing, or collage (e.g., cut paper or pictures cut from catalogs).

Music: Have students re-write the song “Head, Shoulders, Knees, and Toes” to reflect dressing for each season. For instance, “Sun hat, swimsuit, shorts and flippers.” Sing the different versions.

Physical Education: Play a “seasons” four-corner tag game. Have one student be “it” and make four safe zones marked with each season. Call out activities or clothing items related to different seasons and ask other students to run to an appropriate season area without being tagged.



Guided Reading Level: G
DRA Level: 12

Guided Reading with **¿Qué me pongo?**

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 seasons are listed in the story: el verano, el otoño, el invierno, la primavera

The following clothing items are associated with the boys' different actions in the seasons: traje de baño, gafas, máscara de buceo, un suéter, pantalones largos, una cachucha, una chaqueta, un gorro, botas para la nieve, unos guantes, un impermeable, un gorro, botas para la lluvia

Print the names of each clothing item and season on separate, individual index cards. Without support from the illustrations, have students match each season with its corresponding articles of clothing.

Verb Support

The following are activities that the boy does in each of the seasons: **refrescarme** a la playa, se caen muchas hojas de los árboles donde **juego** yo, hay un montón de nieve donde **juego** yo, **me mojo** mucho cuando salgo yo
Print each of the verb phrases on individual index word cards and have students match each verb phrase with the corresponding season and articles of clothing from the Noun Support section of this guide. Consider having students identify all of the verbs in each of the phrases as well.

For students engaging with both English and Spanish texts, have students note that there are questions on every other page. In Spanish, the 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.

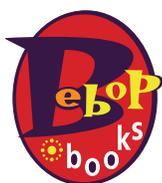
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