



Guided Reading with

Oscar Cleans Up

Guided Reading Level: G

DRA Level: 12

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Overview: Read to find out what happens when this boy finally has to clean up his room.

8 pages, 112 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
- read simple plural words and verbs with -s and -ies endings
- notice and understand function of quotation marks to denote a character speaking
- adjust voice when reading sentences ending in exclamation marks
- use background and vocabulary knowledge to read unknown words
- read with fluency and stamina
- use text and illustrations to visualize story events

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas

High-frequency words:

- *is, a, and, are, all, you, to, your, does, I, how, my, they, on*

Phonics:

- vowel digraph ea)

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

Oscar limpia su cuarto

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Getting Ready to Read

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

- Where do you keep your toys and other belongings at home? Does that space every get messy?
- What might a grown-up say when kids' things are messy? What might the kid say?
- What are some ways to clean up a messy space?

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

- Hold the book. Call children's attention to the title. Read: "*Oscar Cleans Up*."
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Have children predict what Oscar will do to clean his room.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to describe what Oscar and his mom are doing on each page. Introduce any unfamiliar vocabulary if you think it's necessary.



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: is, a, and, are, all, you, to, your, does, I, how, my, they, on
- The text lists familiar children’s belongings, though some word choices may be unfamiliar: toys, games, stuffed toys, action figures, toy cars, tablet, video games, bicycle
- The text includes conversation between Oscar and his mom, and lists actions they take to put away his belongings. Phrasing and sentence structures vary.
- The pictures strongly support the text.
- All pages have more than one line of text, requiring a return sweep.
- The text contains several compound words: bedroom, action figures, video games.
- The text contains the contractions: don’t.
- Exclamation points are used for emphasis in several parts of the text.

Reading the Book

- 1. Set a purpose by telling children to read the book to find out what Oscar does when it’s time to clean up his room.**
- 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. Suggest rereading the sentence so the context is used to unlock 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 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 Oscar did to clean up his room.

2. Ask questions like:

- What did Oscar's room look like at the beginning?
- What did Oscar's mom say about his room? How did Oscar reply? Did she ask him to clean up just one time, or more? How do you know?
- Why does Oscar need to clean up his room? Why would his mom need him to keep his room clean?
- Why do you think Oscar "never" wants to clean up his room?
- How did Oscar's mom help him?
- What does the book tell you about things Oscar likes to do? Give examples.
- Do you think Oscar's room will get messy again? Why or why not? What might happen if it does?
- How does a clean, tidy room help with safety? How does a clean, tidy room help us use our toys better?
- What do you think will happen the next time Oscar's room gets messy?
- Do you think we can have different expectations on how messy our personal space gets vs group/shared space? Why or why not?
- Think about your belongings where you live, how do you stay organized and tidy? Who helps you? How can you do better?



- Do you prefer a messy room or tidy room? Why?
- Have you ever lost or misplaced something when there is a mess? How did you find it (if you did)? How did it feel not to be able to find it?
- What advice do you have for Oscar to keep his room tidy and clean?

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 story events using simple props.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting the action described.

List other words that include the vowel digraph ea besides "clean" for students to define and practice reading and writing.

Have students write directions for cleaning up their rooms, your classroom, or another space. Call their attention to some of the sequential vocabulary in the book (e.g., then, next, finally.)

Talk about the function of labels to help keep a space organized. Have students help make

labels for bins or shelves in your classroom. Choose items to label that help students practice phonics patterns on which you're currently focusing.

Study the use of quotation marks and dialogue in the book. Together on a chart, write out another conversation that could occur between an adult and a child and talk about correct use of punctuation and words to denote speaking.

Mathematics: Write combination story problems for students to solve about cleaning up different items. For instance, "There were 6 action figures, 2 stuffed animals, and 4 toy cars on the floor of my room. How many things did I need to put away?" Encourage students to show their thinking in pictures, numbers, and words.

Social Studies: Learn more about toys children enjoy around the world. Talk about how this book might have sounded different if written about a different child.

Physical Education: Play a clean-up relay game. Spread out different items and have children run to gather them and put them away. Use labeled bins to practice reading words for different types of items.



BEBOP CLASSROOM CONNECTION



Guided Reading with **Oscar limpia su cuarto**

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 Support

The following items that Oscar needs to clean up are listed in the story: juguetes de peluche, sus monitos, sus carritos, sus juegos de video

The following places are where Oscar organizes his items: su cama, una repisa, otra repisa, la pared

Print the names of the toys on separate, individual index cards. Without support from the illustrations, have students match each toy with its corresponding place from the story.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements used throughout the text. 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.

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