



# BEBOP CLASSROOM CONNECTION



Guided Reading with

## More Pizza!

Guided Reading Level: F

DRA Level: 10

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

**Overview:** Pedro has a pizza. Why do you think he wants more?

### About the Book

Page number: 8 , Word Count: 180

**Genre:** Nonfiction

**Focus:**

**Concepts of Print and Reading Strategies:**

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- attend to punctuation, including quotation marks, commas, ellipses, and end punctuation

- read and understand common contractions
- read and understand possessive nouns with 's
- read with expression to reflect characters' feelings and speech inflection
- read with fluency and stamina

**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. exclamation marks, ellipses)
- familiar content close to some children's experiences

**High-frequency words:**

- a, for, an, I, he, have, the, it, was, you, like, in, to, of, and, we, they, all, what, would

**Contractions:**

- can't, I'll

**Phonics:**

- consonant blend -ng (ing, ang, ong)
- r-controlled vowels or, er
- multisyllabic words, including many names

**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: ¡Más pizza!** See last page

### Getting Ready to Read

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

- Think about a time when you were very excited to eat something yummy. (Give a personal example if needed.) What were you thinking and feeling? Would you have wanted to share your yummy food?
- What are some words for different types of extended family members. Which kinds of family members do you have?

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

- Hold the book. Call children's attention to the title. Read: "More Pizza!"



- Ask children to predict what kind of luck the story might be about.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story.
- Look at the title page. Talk about the picture and what the boy might be thinking and feeling.
- Give children the book and have them look at the pictures. Ask them to notice what each picture shows.

### 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 attend to the letters in each word, using their sounds to decode. Encourage them to think about the story as they read each sentence.

### 4. Be aware of the following text features:

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine.
- The book contains content specific and other useful vocabulary words and phrases, including: "ordered a pizza," "after-school snack," doorbell, cousin, grandparents, Grandpa, Grandma, uncle. It includes the math vocabulary words: whole, half, two, four, eight, equal, one-half, one-fourth, one-eighth.
- The text includes sentences of varying lengths and assigned dialogue with "said" and "exclaimed." Some pages include ellipses.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out why Pedro wants more pizza.**

**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 sound out each letter when they come to a word they don't know?
- 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, offer reading strategy if they are struggling: "Let's say the sounds in**



this word from left to right and blend them.” If the word requires a phonics skill children have not yet learned, give them the information they need to read the word. After solving an unknown word, encourage a student to reread the sentence and think about the meaning of the text.

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used. Connect the letters to the sounds in each word.
- Review how to decode a word left to right or one syllable at a time, looking for parts of words that are familiar.
- 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 happened with Pedro’s pizza.
2. Ask questions like:
  - How did Pedro feel at the start of the story?
  - What happened as Pedro was about the start eating his pizza? What did he do?
  - What happened next? Then what happened?
  - How do you think Pedro felt when his family members kept arriving?
  - How is sharing both fun and hard?
  - How did the story end?
  - Why do you think the authors want to share this story with young people?
  - What are other good foods that are easy to share in equal parts?
  - How does food, or a meal, bring people together?
  - Why does Pedro ask his mom for more pizza after cutting the original pizza into eight slices?

## 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:** Brainstorm a list of family member vocabulary words and phrases, starting with those from the book. Talk about the letters and sounds as you add each word to your list.

Have students turn the book into a short performance by acting out the story events using a paper pizza.

Have students retell the story by sketching story events and speech bubbles in a comic strip format.

Practice reading and spelling words with the consonant blend -ng, starting with words from the book (e.g., ding, dong, rang) and adding additional words.

Create a two-column chart for words with or and er. Add words from the book and then brainstorm or sort additional words. Talk about how these are examples of r-controlled vowels.

Review how to divide words into syllables to read them. Use some of the unfamiliar names or other multisyllabic words in the book as examples. You might compare examples of open and closed syllables and talk about how this impacts vowel sounds.

Use the examples from the book (can't, I'll) to talk about how to form and read contractions. Work through other examples of common contractions and practice writing sentences with them.

Use examples from the book to talk about possessive nouns with 's (Pedro's cousin, Pedro's grandparents, etc.) Practice writing examples of possessive nouns with students' names. Or, play a game in which students have to label a pile of

items with sticky notes with possessive nouns (e.g., Sarah's water bottle) and then race to return them to the right person.

**Mathematics:** Use the book to talk about fractions. Cut up paper pizzas into halves, fourths, and eighths and label each piece with the corresponding fraction words and numbers. Refer back to the book characters and talk about who would eat each piece in the different scenarios.

Poll the class on whether they like pizza or not and if so, what is their favorite type of pizza. Depict in a bar graph and pie chart the classroom results.

**Art:** Ask students to use collage materials on a circle of paper or cardboard to create their favorite pizza. Ask them to plan who they'd share it with and draw lines to divide it appropriately.



### Guided Reading with **¡Más pizza!**

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**

The following family members arrive to have pizza at Pedro's house:  
Susi, la prima

*Guided Reading Level: H*  
*DRA Level: 14*

Tata Eddie y Nana Carmen, abuelos  
Rubén, el tío, y los primos Doris, Ava y Dominic

Pedro has to cut the following pizza slices for his family members: dos partes iguales; cuatro pedazos iguales; ocho pedazos iguales

Print the names of Pedro's family members who arrive together and the pizza slices on individual index cards. After, shuffle the cards and have students match the family members with the amount of slices Pedro has to cut in the story.

Afterwards, have students record a scene in their writing journal with additional family members and the amount of pieces Pedro has to cut.

For students engaging with both English and Spanish texts, have students note that there is a question mark on the last page. There is an exclamatory statement on the last page and in the title. 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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