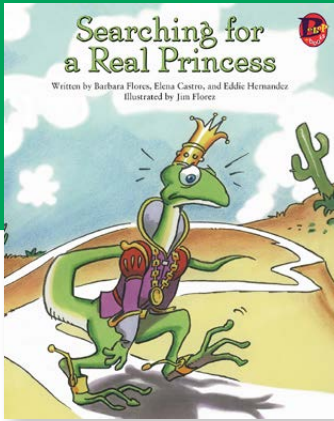




BEBOP CLASSROOM CONNECTION



Guided Reading with

Searching for a Real Princess

Guided Reading Level: J
DRA Level: 18

by Barbara Flores, Elena Castro, and Eddie Hernandez
illustrated by Jim Florez

Overview: Prince Lalo is searching for a real princess. Read this fun retelling of *The Princess and the Pea* to find out if it is successful.

About the Book

Page number: 16, Word Count: 412

Genre: Fiction (Fairy tale)

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- look at each part or syllable of a word to read it
- 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
- read varied sentences fluently, with expression and stamina

- attend to punctuation and formatting, including quotation marks, commas, end punctuation, and paragraph breaks
- use text to visualize events
- maintain comprehension over more detailed text episodes
- determine author's message using evidence from the text

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- text includes some repetitive language and phrasing
- varied sentence lengths and formats

Phonics:

- long e vowel digraphs (ee, ea as in real, queen)
- vowel diphthongs aw (e.g., crawling, awful)
- "uff" sound of -ough (e.g., rough) as compared to other words with ough (e.g., thought)
- syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words and names

Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

ELL/ESL: *Buscando una princesa de verdad*

See last page

Getting Ready to Read

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

- Have you heard the story of *The Princess and the Pea*? If so, what do you know about it?
- Think about a time you've searched for something just right. What was your search like? How long did it take? (Share your own example if needed.)

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



- Hold the book. Call children's attention to the title. Read: "*Searching for a Real Princess.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Have children predict what might happen.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows, particularly who the characters are. Introduce content-specific language as needed.

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 for chunks of words they know, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to read the whole word or re-read the sentence afterwards and think about the story.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: prince, queen, desert, hatchling, lizard, handsome, princess,

rough, possible, hare, owl, spiny, cactus, palace, pebble

- Most pages include including varied sentences and dialogue. The main character's internal monologue is italicized.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out what happens in this version of *The Princess and the Pea*, and whether Prince Lalo finds a real princess.

2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the book about?" or "Tell me how the



book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using

a different strategy when the first one you tried didn’t work.”

- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you try sounding out the whole word letter by letter?” or “Did you think about chunking 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 or sound chunk 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.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- 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, exclamation points, and commas as clues 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 in the story.

After the First Reading

1. Have children confirm their predictions and talk about what happened and whether Prince Lalo found a real princess.

2. Ask questions like:

- What was the setting of this story? Who were the characters?
- What did the main character want? What did Prince Lalo do to try to get what he wanted? What did his mother say?
- What happened on Prince Lalo's search? How did he feel?
- What happened when Prince Lalo went home?
- How did the queen test whether Princess Leti was a "real princess?" What happened?
- Why do you think Queen Liliana came up with her rules or criteria for finding a princess? Do you think she really wanted her son to find someone to marry or was she perhaps jealous? Why or why not?
- Is this a serious story why or why not? How does it show humor?
- Do you agree with the way Prince Lalo chose someone to marry? Do you think his idea of a "real princess" was helpful? Why or why not?
- How does this story teach you that we shouldn't judge someone on their appearance (like when Leti first came to the palace and Lalo assumed she was not a princess)?

- Why do you think the authors wanted to share this version of *The Princess and the Pea* with readers?
- Do you think the queen and prince are kind to the stranger/the princess? Are they good hosts? Why or why not?
- Do you think Princess Leti should marry Prince Lalo? Why or why not?
- Is it okay that the queen and prince tested the princess without telling her? Why or why not?
- Do you think the queen and prince should tell the princess the truth about the test of the pea under her mattresses? Why or why not?
- How does this story compare to other versions of *The Princess and the Pea* you have read?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate



or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Have students summarize the story elements in the book, listing the characters, setting, the parts of the problem, and resolution.

Invite students to make puppets and simple scenery to perform this story.

Read other versions of *The Princess and the Pea* and compare and contrast the details in the texts.

Discuss the long e sounds of the digraphs ea and ee. Using examples from the book to create categories (e.g., real vs. queen), sort and practice reading and spelling words with these spelling patterns.

Discuss the sound of the vowel diphthong aw (e.g., crawling, awful). Practice reading and spelling other words with this pattern.

Explore the sounds of -ough. Talk about the "uff" sound of -ough (e.g., rough) as compared to the short o sound (e.g., thought). Practice reading and spelling related words like tough, enough and bought, fought, brought, etc. (Note: There are several other sounds of ough as well to explore as students are ready.)

Work together to divide the names in the book into syllables to read them. Talk about how names can be challenging to read; even if they often challenge common spelling patterns, noticing syllables can help. Practice reading other multisyllable names (e.g., other book characters, or TV/Video/trading

card character names) or other multisyllable vocabulary words from the book.

Science: Have students research lizard and/or desert habitats using informational books or online resources. Compile information gathered on a chart.

Art: Invite students to create a collaborative desert mural inspired by details from the book. Ask them to paint a background and add sand to some of the paints to make some textures "rough." Then have students draw or print pictures of animals and other items to collage, using the book to get ideas.

Physical Education: Act out this story with blankets or mats and a small ball. Make piles of blankets and take turns hiding the ball under one. Can students feel which pile the ball is under? Hide other objects under the blankets. Can students guess what an object is based on how it feels to lay on it?



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DRA Level: 18

Guided Reading with **Buscando una princesa de verdad**

Noun Support

The following nouns are used in the story, *Buscando una princesa de verdad*,
Príncipe, Lalo, mama, reina, Liliana, cría, lagartija, desierto, princesa, rey,
cosas, lados, víbora, arena, liebre, roca, lechuza, nopal, espinas, palacio,
tormenta, toquido, Puerta, Leti, muchacha, la noche, espacio, cama,
piedrecita, colchones, la mañana,

Print each noun on separate, individual index cards or sticky notes that are small enough to be labels. Photocopy the illustrations and cover the text so that students cannot see the nouns. With the word cards, have

students place the appropriate word card for each noun.

Verb and Adjective Support

The following verb words are used in the story, *Buscando una princesa de verdad*:

llamado, vivía, transformado, dijo, casarte, necesitas, encuentres, preguntó, molestan, gustan, contestó, salió, buscar, acordándose, dicho, viajar, vio, tenía, estar, arrastraba, trepaba, arenosa, posaba, regresó, oyó, pasar, arregló, dormiste, molestaba, duele, enamoraron, vivieron

The following adjectives are used in the story, *Buscando una princesa de verdad*:

único, pequeña, joven, guapa, de verdad, pronto, asperas, suaves, caluroso, todos, muchas, seguro, rayada, café, cansado, triste, gran, debajo, siguiente, felices

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes the how the prince found the real princess.

Encourage students to write or share a sentence with a partner a sentence that uses the adjectives that were used in *Buscando una princesa de verdad*.

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

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