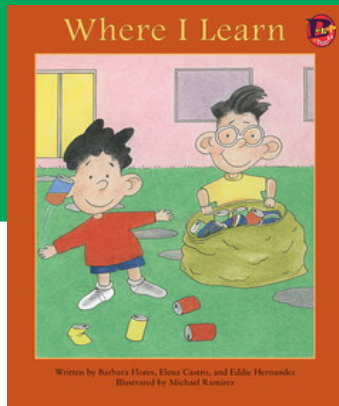




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Where I Learn

Guided Reading Level: I

DRA Level: 16

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

**Overview:** This boy learns different things in different places. Read to find out where he goes and what he learns.

8 pages, 195 words

**Genre:** Realistic Fiction

### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- review using commas to support phrasing
- use context and illustrations to understand unfamiliar vocabulary
- maintain comprehension over more text episodes

### Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some content-specific and literary vocabulary
- varied sentence lengths and formats

### High-frequency words:

- *where, at, I, to, my, and, of, do, the, what, we, with, would, like, be, look, for, them, on, am, me, are, some, you, there*

### Phonics:

- R-controlled vowels (ar, er, or, ur as in park, properly, observe, order, information, world, store, chores, return, pleasure)

### 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
- RI.1.10

### ELL/ESL

*Donde aprendo yo*

[See back page](#)

## Getting Ready to Read

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

- What are some things kids have to learn?
- Where could kids learn besides school?
- What's one place where you feel like you learned a lot? What did you learn? Who or what helped you?

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

- Hold the book. Call children's attention to the title. Read: "*Where I Learn.*"
- 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. Ask children to predict where the boy will go and what he'll learn.
- 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 tell what they notice about the pictures as they turn each page. Preview 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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

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

- The book contains familiar words, including the high frequency words where, at, I, to, my, and, of, do, the, what, we, with, would, like, be, look, for, them, on, am, me, are, some, you, there.
- Content-specific vocabulary words and phrases include: respect, chores, change (from a payment), "behave properly," observe, "read for information," "read for pleasure," grateful
- Each page portrays a boy describing a familiar place he goes (home, store, restaurant, park, library, school), and what he learns there. Most pages begin with "At \_\_\_\_\_, I learn..."

**Guided Reading Note:** Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read

the book with a specific purpose, to understand the story. They 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.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about where the boy goes and what he learns.**

**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 showing signs of understanding the story?
- Are they monitoring meaning and rereading



when they lose meaning?

- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- How are they dealing with conversations in the text
- 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?
- 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 to sound out the word?" "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. Talk about the use of quotation marks to indicate dialogue.
- 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.
- Model how to use the repeating patterns in the text to solve words and read fluently.

### After the First Reading

1. Have children confirm their predictions and talk about where the boy went and what he learned.

2. Ask questions like:

- What did the boy learn at home? How do you think he learned those things? Have you learned anything similar or different where you live?



- Where did the boy go in his community and what did he learn in each place?
- As you read, what did you imagine happening at each place? Who do you think the boy might have talked to? What might he or others have said? How do the illustrations help you know more about what the boy did at each place?
- What connections can you make to the boy's experiences learning in different places?
- Why do you think the authors wanted to share this book with kids? Why do you think they chose these examples of kids' learning?
- What do you think is most important for kids to learn? Why?

### 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:** Use simple props or draw basic "scenes" across a whiteboard for students to act out the story as you re-read it aloud as a group. You might use sticky note speech bubbles to add dialogue related to the illustrations on some of the pages for students to read.

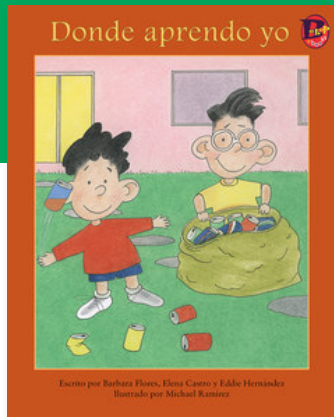
Together, make a three-column chart to summarize the story. List where the boy went, what he learned, and any examples of how he learned those things (based on text evidence, the illustrations, or students' inferences).

Compare the lengths of a shorter sentence and a longer sentence from the book. Practice reading some of the longer sentence fluently. Note the increased stamina required. Point out how commas or transition words are good places to take a breath.

Sort words from the book based on their r-controlled vowel pattern ( e.g., park, properly, observe, order, information, world, store, chores, return, pleasure ). Add other words with r-controlled vowels to each category. You might also talk about some of the words in the book that have the same sounds but are spelling differently (e.g., learn).

**Social Studies:** Have pairs of students write procedural texts or lists of tips for prosocial behavior at each place from the book, using the book examples to get started. For instance, a pair could write a list of "Ways to Be Respectful at the Library" or steps for "How to Behave Properly at a Restaurant." Talk about writing in a way that helps others learn.

Learn more about respectful behavior in different cultures. What might families or community members teach children in one culture that could be different in another culture? Make a list of examples.



Guided Reading Level: I  
DRA Level: 16

### Guided Reading with **Donde aprendo yo**

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 places are where the character learns different lessons in the story: mi casa, la tienda, el restaurante, el parque, la biblioteca, la escuela, lugares diferentes

Print the names of the places on individual index word cards. Cover the text from the story and have students match the nouns with their corresponding illustration.

The following action verbs are used to describe what is learned at each place listed in the noun support above: aprendo, respetar, cuidar, compartir, limpiar, hacer, seguir, escoger, pagar, contar, comportarme, leer, seleccionar, pedir, buscar, observar, tocar, estar, respetar, buscar, devolverlos, escribir, sumar, restar

Encourage students to write or share a sentence using one of the verbs above about a lesson they learned while going to a new place.

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

**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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