

Who Will Read with Me?

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Illustrated by Michael Ramirez

Guided Reading with

Who Will Read With Me?

Guided Reading Level: F
DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Mary Ramirez-Greene

Overview: Teresa wants to share her books but everyone in her family is busy. Read this story to see what happens.

8 pages, 153 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
- read with fluency and stamina
- read past an unknown word and return to it to solve it
- recognize previously solved words when encountered again later in the text
- use background and vocabulary knowledge to read unknown words
- maintain comprehension over longer sentences and more text episodes

Supportive Text Features:

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

High-frequency words:

- *who, will, with, me, is, for, to, a, her, she, if, he, would, like, they, could, of, on, his, because, come*

Phonics:

- -ing verb ending

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

¿Quién lee conmigo?

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Getting Ready to Read

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

- Do you prefer reading alone or with someone? Why?
- When the other people in your family are busy, what are they busy doing? What happens when you want to do something with one of them?
- How does it feel when someone you want to do something with is busy? What could you do?

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

- Hold the book. Call children's attention to the title. Read: "*Who Will Read With Me?*"
- Ask children to predict what might the story might be about.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story. Have them predict what Teresa will do when her family members are busy.
- Look at the title page.
- Give children the book and have them look at the pictures. Ask them to notice who each picture shows and what that person is busy doing.

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 to check against the letter sounds.

4. Be aware of the following text features:

- The book contains the familiar words who, will, with, me, is, for, to, a, her, she, if, he, would, like, they, could, of, on, his, because, come.
- It also contains the family vocabulary words dad, mom, sister, brother, and grandma
- On each page, Teresa asks a different family member to read with her. Each family member is busy doing something. There is some repetitive phrasing, but overall, the wording varies.

Reading the Book

1. Set a purpose by telling children to read the book to find out what happens when Teresa asks her family members to read with her.

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 happened when Teresa wanted to read with someone in her family.

2. Ask questions like:

- Who did Teresa ask to read with her first? What response did she receive?
- Who else did she ask? What were her family members doing?
- How do you think it felt for Teresa to keep hearing that her family members were busy?
- How did the story end? Why do you think Teresa's family stopped what they were doing to read with her?
- What do you think adults should do when a child asks them to read with them? Why do you think that?
- What is a nice way to respond if you're busy when someone asks you to do something?
- Have you ever felt like Theresa? When?
- Who is someone special to you that you like to read with or you would like to read with someday? Why?
- What advice do you have for Theresa to occupy herself or make herself feel better while she waits for her family?
- How does your family make time in the day or week to read together?
- Theresa likes to read a lot. What book would you recommend she try next? Why?

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. Have students add dialogue between characters in speech bubbles on sticky notes.

Have students create a story map for the book showing characters, setting, problem, and solution.

Have students create their own version of the story, "Who Will ____ With Me?" Provide sentence frames reading, "I asked my ____ to ____ with me, but ____ is busy ____."

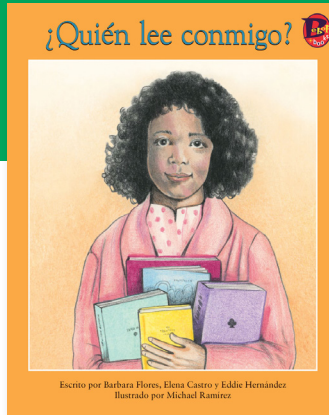
Examine verbs with -ing endings, starting with examples from the book. Brainstorm additional examples and practice reading and writing some of the verbs in sentences.

Notice the words "would" and "could" throughout the book. Talk about these high frequency words, plus "should." 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.

Mathematics: Use the story as a context for talking about telling time. Write story problems like, "Teresa asked her mom to read with her at 11:00. She was busy taking care of the plants, but said she'd be done in 30 minutes. Show what time that will be on the clock."

Social Studies: Compare this story to other books about families around the world. Talk about how the book might look and sound different if written about a different family. What other things might family members be busy doing?

Art: Have students create family portraits showing their family members doing something together they enjoy.



Guided Reading with **¿Quién lee conmigo?**

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 objects are listed in the story that Teresita's family is busy with: el carro; las plantas; su teléfono; su guitarra; su computadora

Print each of the objects on its own index card for students to see.

Verb Support

The following actions are associated with the different objects that Teresita's family is occupied with during the story: arreglando; cuidando; jugando; tocando; revisando

Print the verb phrases on individual index cards. With or without support from the illustrations in the story (with the text covered), have students match each object from the Noun Support section of this guide with its corresponding verb.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. 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.

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