



# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Sweet Memories

Guided Reading Level: K

DRA Level: 20

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

**Overview:** This woman has sweet memories of childhood visits to her grandparents' home. Read this story to find out what they are.

16 pages, 248 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 wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use text and illustrations to visualize story events
- use background and vocabulary knowledge to help read and comprehend unknown words
- maintain comprehension over more text episodes

### Supportive Text Features:

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

### High-frequency words:

- *In, there, a, and, was, what, us, some, our, are, for, could, do, with, this, the, of, he, to, may, have, their, they, you, from, how, can, be*

### Phonics:

- long e vowel digraphs ee (sweet, between, sheets) and ea (eat, wheat, knead, each)

### 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

*Dulces recuerdos*

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## Getting Ready to Read

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

- What are "memories?" Are they real or fake? If you have a "memory," when did it happen?
- When you grow up, what memories do you think you'll have of being a kid?
- What is a favorite memory you have? Why?

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

- Hold the book. Call children's attention to the title. Read: "*Sweet Memories*"
- Ask children to use the title and picture on the cover to predict what the book will be about of it.
- Show the back cover and read the copy. Ask children to predict what memories the woman will have of visiting her grandparents. Reflect on what "sweet" could mean in the title.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read. Introduce some of the content-specific vocabulary if



you'd like

- Have children predict some words they might read in the story.

### 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 vowels sounds they may know.
- 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 a variety of high frequency words.
- Content-specific vocabulary words include: "sweet breads," semas, mixing bowl, sugar, oil, dough, kneaded, wooden board, cousins, pinched, flattened, palms, aunt, patties, sprinkled, brown sugar, outdoor oven, wooden paddle, hot chocolate, whisk, frothy, delicious.
- The story follows a typical narrative structure, including an introduction of characters/setting, problem, related events, and resolution.

#### Guided Reading Note:

Level K is the benchmark for the middle 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

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about the woman's sweet memories of visiting her grandparents.**

**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 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 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 the woman's memories of making semas. Pay special attention to telling each part of the baking process in order.**

#### 2. Ask questions like:

- What memory was this book about?
- Who were the characters? What can you learn about this family based on who was in the book?
- Who is the narrator sharing this memory?
- Why do you think the narrator wants to share this memory with young people? What makes this particular memory special?
- Do memories always have to be about big events or can they be small moments as well?
- •What ingredients did the characters use?



What cooking tools did they use?

- How did the kids help make the semas? How did the adults help?
- What can readers learn by reading this story?
- What do you think made this memory particularly special to the woman telling the story?
- Why do you think the authors chose the title “Sweet Memories?” Why do you think they wanted to share this book with children?
- What does this memory tell you about the narrator’s family and childhood?
- If this story is about a memory or flashback, does this story take place in the present or past? What is the chronology of events in this story? How do you know?

### 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:** Review words from the text with the long e patterns ee and ea (sweet, between, sheets, eat, wheat, knead, each.) You might also note other words with ea that do not have the long e sound. Brainstorm other ee and ee long e words. Practice spelling and reading them in context.

Have students use sticky notes to add speech bubbles to the illustrations. Ask them to focus on including characters’ words or thoughts that would make sense with the text.

Review some of the content-specific vocabulary from the book. Ask students to practice inferring word meanings using evidence from the text and illustrations. Work together to sort the words into logical categories, such as “ingredients”, “cooking tools,” “cooking verbs,” and “describing words for food.”

Create a concept map for the word “memories.” Discuss different kinds of memories, reasons they are important to people, how the five senses impact memories, ways to preserve memories, etc.

Have students practice summarizing the text orally or in writing. Talk about how this story moves forward in many small steps. Perhaps have students practice summarizing by telling episodes on their fingers or creating a bulleted list.

Have students read, or read aloud, other books about family food traditions, such as Cora Cooks Pancit (<https://www.leeandlow.com/books/cora-cooks-pancit>) or the section about the family making tamales in Family Pictures/Cuadros de familia (<https://www.leeandlow.com/books/family-pictures-cuadros>



de-familia.) Make connections between texts.

Show students examples of simple recipes. Have them use the information in the text to write a possible recipe for semas. What information is available to help with this from the book? What information is missing?

Have students write about their own memories of spending time with family members, using the book content as a mentor text for choosing one specific memory to write about in detail.

**Mathematics:** If you're beginning to learn about repeated addition, arrays, or multiplication facts, use manipulatives to represent arrangements of semas on a tray in different numbers of rows and columns. How many semas are in the batch?

**Social Studies:** Offer play dough with some related cooking tools during recess or open exploration time in your classroom. Invite students to experiment with kneading, dividing a large dough ball into smaller balls, and flattening them into patties. Post key vocabulary from the book nearby to help them make these connections.

Look at photos and information online about the history, building, and use of outdoor mud ovens. Brainstorm several research questions on this topic and chart answers you find as a group.

Encourage students to interview a parent or caregiver about a "sweet memory" from their childhood. Students can bring their interviews in to share with a partner or the class

**Art:** Invite students to use the illustrations from the book to inspire their own family memory drawings or painting. Have them write a caption explaining the memory their artwork depicts.

**Music:** Ask students to think of a song or piece of

music and what it reminds them of. For many people, music can trigger a memory of a time in their life or where they were when they first heard the song. Do students have any songs that do that? For example, holiday music might make students think about what they do that time of year and with whom.

**Physical Education:** Play a relay race game in which students have to carry "semas" (e.g., beanbags) on a flat paddle (e.g, tennis racquet) to an "outdoor oven" without dropping them.



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## Guided Reading with **Dulce Recuerdos**

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 nouns are used when the young girl is talking about the sweet memories with her family: recuerdos, familia, abuelos, domingos, panecitos dulces, semas, todos, abuela, Nana Mayo, tazón, harina de trigo, azúcar, aceite, agua, masa, table de madera, bola, Toño, Jorge, pedazos, prima, Nely, Paty, tia, Socorro, azafates, Lucita, piloncillo, abuelo, horno, pala de madera, adobe, olla, chocolate, molinillo de madera

Print each noun on individual index cards 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 the noun on the photocopied illustrations.

The following verb/action words describe the process of baking and making the sweet memories: Tengo, iba, hacia, decía, llamaban, ayudábamos, hacerlos, empezaba, sacar, ponía, agregábamos, mezclábamos, amasaba, tomaba, estaba, formaba, rodaban, torteábamos, entre, ponía, hornear, encima, metía, afuera, construido, batía, saliera, sentábamos, comer

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**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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### Guided Reading with **Dulce Recuerdos**

Encourage students to write or share a sentence with a partner that uses each of the words that describes how they made the baked goods and hot chocolate.

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

Encourage students to create an illustration of their favorite spread from the story and to write a sentence using the nouns and verbs they learned in the story.

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