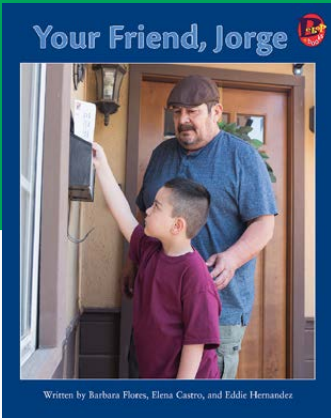




BEBOP CLASSROOM CONNECTION



Guided Reading with

Your Friend, Jorge

Guided Reading Level: I
DRA Level: 16

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Overview: What would you do if your best friend moved away?
Read this book to see what Jorge did.

About the Book

Page number: 16, Word Count: 343

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
- look at each part or syllable of a longer word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- review reading and understanding common contractions
- use background and vocabulary knowledge to understand words read
- read varied sentences and text formats fluently, with expression and stamina

- attend to punctuation, including quotation marks, commas, and end punctuation
- use text to visualize events
- 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 vocabulary
- varied sentence lengths and formatting

High-frequency words:

- *your, and, to, they, were, the, was, he, his, you, can, in, with, him, a, my, on, this, at, an, that, like, some, them, into, their, we*

Contractions

- *I'll, I'm, it's, didn't, we'll*

Phonics:

- silent w before r (e.g., write) vs. typical sound of w (e.g., winter)
- review inflectional endings (-ed, -ing), including rules for changing words when adding endings (e.g., winning, swimming, scored, spent) or different sounds of -ed (played vs. planted)
- rules for hard c vs. soft c (e.g., middle vs. ending syllables in Francisco, received, can, October, camping, catch, coming)
- syllabication of multisyllable words with various syllable types

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: *Tu amigo, Jorge*

See last page

Getting Ready to Read

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

- What do you like to do with your good friends?
- How would you feel if your friend had to move away? How could you stay connected to a friend who moves?



- Have you ever written anyone a letter? What words might you use in a letter? What could you write about?

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

- Hold the book. Call children's attention to the title. Read: "*Your Friend, Jorge.*"
- 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 what Jorge will do when his friend moves away.
- 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. Notice the pages written in letter format.

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 sound out 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 many high frequency words, listed in the previous section. You might introduce 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: "next door," "best friends," "keep in touch," letter, soccer, goals, mask, wild animals, jaguar, seeds, soil, pots, camping, fishing, baseball, swimming
- The text has a typical problem and resolution structure with multiple plot episodes. Jorge misses his friend and writes him friendly letters in each season, until he comes to visit.

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. 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 about what Jorge does when his friend moves away.



2. Have children read the story 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 story about?” or “Tell me how the story 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 and other formatting variations 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 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.

After the First Reading

1. Have children confirm their predictions and talk about what Jorge did when his friend moved away.

2. Ask questions like:

- What was Jorge and Francisco's friendship like at first?
- How did Jorge react when Francisco had to move? How did his grandpa help him?
- What did Jorge write to Francisco about? Why do you think he chose those things to share with his friend?
- By the time Francisco visited, how long had the friends been apart? How do you know? What do you think it was like for them to see each other after all that time?
- Do you think letters are a good way to keep in touch with a friend? Why or why not?
- Why do you think the authors want to share this story with young people?
- When is a time you have written or received a letter?

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: Summarize the book as a group using a chart arranged by time period/date. Fill in time periods, such as "Before Francisco Moved," "Summer," and the dates of the letters. Fill in what happened at each point in the story.

Talk about how sentence types and text format can help with both fluency and comprehension. Use removable highlighting tape to color code regular sentences, characters' talking, and Jorge's letters. Take turns practicing reading pages aloud and paying special attention to the type of text.



Study the format of Jorge's friendly letters. Ask students to choose one letter and write an imaginary reply from Francisco, referring back to the text for ideas about what to say.

Independently or in small groups, have students choose two stuffed animal "friends." Have them write a set of four letters, one per season, from one animal to the other, using Jorge's letters for inspiration and formatting guidance. Give them the option of including drawings or staging photos to include with each letter.

Read other books about friends who move away, such as *Juna's Jar* (<https://www.leeandlow.com/books/juna-s-jar>). Make connections between texts.

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

Teach the rule that w is silent when it comes before r (e.g., write). Practice reading and spelling additional examples not in the text (wrong, wrist, wren, wrap, wreath, wrestle, etc.) Compare these words to words that include the typical sound of w (e.g., winter).

Review reading and spelling words with inflectional endings (-ed, -ing) using examples from the book. Talk about how these endings change the tense of verbs, and relate this to the story content. You may also discuss rules for changing words when adding endings (e.g., winning, swimming, scored, spent) or the different sounds of -ed (played vs. planted).

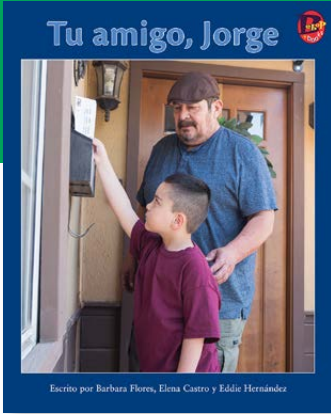
Discuss the sounds of hard c vs. soft c using examples from the book (e.g., middle vs. ending syllables in Francisco, received, can, October, camping, catch, coming). Practice reading and

spelling other words to help students learn the rule that when c comes before i, e, or y, it spells the /s/ sound.

Encourage students to practice writing a letter to a classmate, a friend, or a family member. Brainstorm questions they can ask in the letter and parts of their school day they can share. Remind students to include a date, a salutation, the body of a letter, a closing, and signature.

Mathematics: Express the amount of time that passes in the book in ages or grades. For instance, If Jorge had just finished second grade when Francisco moved, what grade was he in when they saw each other again? Make connections to students' own lives.

Social Studies: Use other books or online resources to learn about how letters are delivered via the postal system. Compile findings on a chart.



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DRA Level: 16

Guided Reading with **Tu amigo, Jorge**

Noun Support

The following nouns are used in the story, *Tu amigo, Jorge*:
Jorge, Francisco, amigos, escuela, días, Verano, ciudad, abuelito, carta, otoño, futbol, goles, equipo, semana, partido, año, invierno, máscara, pintura, obra, animales, jaguar, primavera, semillas, macetas, tierra, verano, equipo,

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, *Tu amigo, Jorge*:

vivían, jugaban, iban, mudó, extrañaba, comunicándote, dijo, escríbele, jugó, metió, contaré, usó, actuar, hice, plantó, crecieron, crecer, pescar, sacar, divertimos, recibió, visitar, piscina,

The following adjectives are used in the story, *Tu amigo, Jorge*:

al lado, muy, buenos, misma, juntos, triste, mejor, dos, ganador, pasada, anaranjada, negra, salvajes, de teatro, después, de campo, de pesca, solo, emocionado, nadar, llegó,

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes the letters that Jorge sent his friend Francisco.

Encourage students to write or share a sentence with a partner a sentence that uses the adjectives that were used in *Tu amigo, Jore*.

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.

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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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