



Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Sergio Ramirez

16 pages, 238 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, 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
- adjust voice when reading sentences ending in question marks
- maintain comprehension over more text episodes

### Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- predictable narrative text structure including a beginning, several sequential episodes, and an ending
- most vocabulary is familiar, with some more varied word choices and literary language

### High-frequency words:

- *what, can, I, have, to, on, a, for, my, from, would, like, this, how, does, it, have, she, and, is, her, could, play, with, to, will*

### Phonics:

- r-controlled vowels: "ar," "er," "or"

### Common Core Standards:

- RF.1.1, RF.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

### ELL/ESL

¿Qué puedo comprar?

[See back page](#)

Guided Reading with

## What Can I Buy?

Guided Reading Level: H

DRA Level: 14

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

**Overview:** This boy saved his money to buy a toy for his new baby sister. Read this book to find out what he finally bought.

## Getting Ready to Read

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

- Have you ever saved your own money to buy something? How did you earn the money? What did you buy?
- When you go to the store to buy a gift for someone, what things do you have to think about?

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

- Hold the book. Call children's attention to the title. Read: "*What Can I Buy?*"
- Ask children to use the title and picture on the cover to make predictions about who the book will be about and what will happen.
- Show the back cover and read the copy. Ask children to predict what the boy will buy for his sister.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Draw their attention to the price tags on the toys and talk about what each toy is, if you think they will be unfamiliar to students.

### 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 and to blend the sounds quickly.
- 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: what, can, I, have, to, on, a, for, my, from, can, her, could, play, would, like, this, how, does, it, have, she, and, is, with, to, will.
- Story is told in first person narrative form.
- The book includes dialogue on most pages. A boy asks a storekeeper the cost of items, she replies, and he comments that he doesn't have enough money.
- Vocabulary that might be unfamiliar to students includes: allowance, stick-and-cup toy, top.
- Illustrations support the text, but much of the story is contained in the text.

**Guided Reading Note:** Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on 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.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what toy the boy buys for his baby sister.**

**2. Have children read the first few pages silently.**

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. Check comprehension with a simple comment, such as: "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 record these observations.

**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 using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make 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 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 in the story.

## After the First Reading

### 1. Have children confirm their predictions and talk about what the boy bought for his baby sister.

### 2. Ask questions like:

- Why did Nico go to the store?
- How much money did he have to spend? How did he get the money?
- Who worked at the store? How would you describe her as a character? Why do you think that?
- What toys did Nico look at for his sister? How much did they cost? Could he buy them?
- What did Nico finally buy? How much did it cost? How did he feel about his purchase?
- How would you describe Nico as a character? Why?
- Why do you think Nico wanted to buy a gift for his sister?
- How did Nico weigh the limits of what he had to spend with what he thought his sister would actually like?
- If all the toys were outside Nico's budget, what are some other ways Nico can give a gift that don't cost money?
- What do you think happens next in the story?
- Why is it important to Nico that he find a gift for his sister?
- What kind of gifts do you think new babies like and can play with?
- What kind of gift have you given a family member or friend? Why did you choose that gift?
- Do you think Nico found this process stressful? Why or why not? What would happen if Nico couldn't find a gift in his budget?
- Why does it matter that Nico gets a gift for his new baby sister?
- Describe the qualities of Nico as a sibling.
- Do you think the toy owl is a good gift for Nico's new sister? Why or why not?



## After the First 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 the episodes in the book by having students sketch a beginning/middle/end story map.

Have students use sticky notes to add thought bubbles to the illustrations. Ask them to imagine what the Nico and Mrs. Mora might have been thinking at each part, based the information in the text and illustrations.

Have students turn the book into a short performance, taking turns playing the roles of Nico and Mrs. Mora and using simple props with price tags as the store's merchandise.

List and practice reading words that include the r-controlled vowels "ar," "er" and "or" starting with examples from the book (dollar, sister, store/Mora).

Have students read or read aloud other books about shopping and money, such as *The Perfect Gift* (<https://www.leeandlow.com/books/the-perfect-gift>)

and *Sunday Shopping* (<https://www.leeandlow.com/books/sunday-shopping>). Make connections between texts.

Set up a pretend store in your classroom. Involve students in brainstorming the supplies you'll need and creating signage and price tags. Talk about the roles of store employee and customer, and create sentence frames with phrases each might say (e.g., How much does \_\_\_\_ cost?")

**Mathematics:** Write story problems related to the book for students to solve using numbers, pictures, and words. For instance, "Nico earned one dollar cutting the grass, and two dollars cleaning up the garage. Does he have enough money to buy a toy truck that costs four dollars?"

Use the story to introduce greater than and less than symbols. Talk about how the prices of each toy compared to Nico's savings.

Use the story events to talk about coin values. Ask students to show combinations of coins to equal the costs of the toys at Mrs. Mora's store.

Have students survey classmates about how they earn money, or what they do with money they've earned. Develop survey questions and response choices, and have students represent their results.

**Art:** Have students make their own toys or other gifts out of recycled materials or collage items. Put pretend price tags on them and distribute play money. Have them "shop" for gifts to give to their families.



Guided Reading Level: H  
DRA Level: 14

## Guided Reading with **¿Qué puedo comprar?**

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 & Adjective Support**

The following toys are mentioned in the story: títere; balero; trompo; tambor; búho

The following adjectives used to describe the toys are also provided: de colores; de madera; rayado; amarillo; de peluche;

Print the toys and their descriptor words on separate, individual index cards. With or without the support of the illustrations with the text covered, have students match the appropriate toy word card with its corresponding adjective word card.

### **Verb Support**

The following verbs phrases are used in the story to indicate the prices of the toys:

¿Cuanto cuesta?

El \_\_\_\_\_ cuesta \_\_\_\_\_ dólares.

Have students create a scene of their own about a toy that they would like, how to ask for its price, and then the cashier providing the price. Students can also create an illustration along with the scene if possible.

For students engaging with both English and Spanish texts, have students note that there are question marks and exclamatory statements on every other page. In Spanish, the 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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



**For more information about Bebop Books, please contact:**

**Abraham Barretto, Vice President of Educational Sales Bebop Books**

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

[abarretto@leeandlow.com](mailto:abarretto@leeandlow.com)