



Guided Reading with

## A Puppy for Me

Guided Reading Level: E

DRA Level: 8

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** This girl is getting a puppy for her birthday. What do you think her puppy will look like?

8 pages, 105 words

**Genre:** Nonfiction

### 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
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- familiar content close to some children's experiences

### High-frequency words:

- *my, is, me, for, there, are, of, to, from, might, have, or, long, this, it, with, and, a*

### Phonics:

- initial consonant digraphs: th, wh, ch, sh
- initial consonant blends: br, bl, str, sp

### 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

### ELL/ESL

*Un perrito para mí*

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## Getting Ready to Read

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

- What is a puppy? Where could someone get a puppy?
- How might someone choose which puppy to get?
- How might a puppy look? Describe a puppy you've seen before.

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

- Hold the book. Call children's attention to the title. Read: "A Puppy for Me."
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Ask children to predict what the girl's puppy will look like.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice the sign on the first page of the book. Explain what an "adoption center"



is if students don't know. Ask students to notice how each puppy looks. Explain descriptive vocabulary that may be unfamiliar.

### 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 sounds of the word to start reading it.

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

- The book contains familiar words: my, is, me, for, there, are, of, to, from, might, have, or, long, this, it, with, and, a
- The book contains high-utility vocabulary words including: birthday, brown, white, black, curly, long, short, straight
- Most pages use the sentence frame "My puppy might have \_\_\_\_ or \_\_\_\_." The first and last pages are different.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what the girl's new puppy looks like.**

**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:**

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

**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.
- 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.
- 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 the puppy the girl chose.**

**2. Ask questions like:**

- Who got the girl her puppy?
- Why was the girl getting a pet?
- Where did they go to get the puppy? Why do you think they went to an adoption center for a puppy?
- What kinds of puppies did the girl imagine?
- What did the girl say when she found the puppy she wanted?
- How did the puppy she chose look?
- How do you think the girl felt about

getting a puppy? How can you tell?

- What might the girl do when she takes her puppy home?
- What advice do you have for the girl to take care of the puppy? What do puppies need to be happy and healthy?
- What challenges might the girl have with her new puppy?
- Which puppy would you have chosen? Why?
- Why might someone put the puppy up for adoption before the girl adopted it?

## 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:** List the descriptive words and puppy features from the book on cards (brown/white/black/long/short/curly/straight and fur/ears/tail/hair/spots). Make different combinations of the cards and talk about how that puppy would look. Talk about the letters and word parts when reading each word card.

Label a chart with some of the initial consonant blends found in words in the book (e.g., br/bl



or sp/str). Add words from the book to the chart and brainstorm or sort picture or word cards to extend the lists. Talk about using the first several letters of a word (instead of just the first letter) to begin to read it. Practice reading sentences that include some of the consonant blend words.

Title a four-column chart with the words from the book that include the initial consonant digraphs th, ch, sh, and wh (there, choose, short, white). Talk about the sound of each digraph and brainstorm or sort word cards with other words that start with each one.

Use the word “might” to practice reading other related irregular words (light, fight, night, etc.) Talk about how the initial sound, long i, and /t/ ending help one read the word even though the “gh” is irregular.

Turn the book into a short performance by having pairs act it out as they pretend to be the dad and the girl at the adoption center looking at the different puppies. Use stuffed animals or pictures of puppies as props.

Ask students to think about the kind of puppy they’d choose. Have them create their own “A Puppy for Me” book using vocabulary from the story. Provide blank pages with the sentence frame, “My puppy might have \_\_\_\_\_ or \_\_\_\_\_” and a last page that reads, “This is the puppy for me! It has \_\_\_\_\_.”

Set up a pretend pet adoption center in your classroom using stuffed animals. Have students help make signs for cages and a survey or checklist that uses descriptive vocabulary to ask each visitor which kind of animal they’d like.

**Mathematics:** Write puppy-related story

problems using language from the book, such as “At the park, there was a puppy with a short tail, a puppy with black spots, and a puppy with white fur. Then a puppy with a long tail came. How many puppies were there? Show what happened in pictures and numbers.”

Use puppies to practice counting in groups. Ask questions like, “How many ears are on 3 puppies?” and “How many paws do 5 puppies have?”

**Science:** Learn more about caring for puppies and what they need to be healthy. Together, compose a sequel to the book based on the information you gather titled, “Taking Care of My Puppy.”

**Social Studies:** Have students look at photos or online videos or read other books aloud about pets around the world. Compile information gathered on a class chart.

If possible, invite an animal shelter volunteer/worker or veterinarian to the class to explain what they do in a community. Beforehand, have students brainstorm questions to ask the classroom guest. Make sure students write a thank you letter afterward where they may include additional questions or connections to their own experiences.

**Art:** Have students paint a puppy or other animal they’d like to have. Have them label each feature.



## BEBOP CLASSROOM CONNECTION



### Guided Reading with **Un perrito para mí**

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 & Adjective Support

The following body features of the puppies are listed in the book: pelo (x2), orejas, cola, manchas

The following colors are listed to describe the puppies' features in the book: café (x2), blanco, negra

The following adjectives are used to describe the ears and tails of the puppies: largas, cortas

The following adjectives are used to the puppies' hair: manchas, rayas, luces, ruidos

Print the descriptor words on individual index cards and show students the illustrations with the text covered. Mix up the word cards and have students match the descriptor word with the corresponding illustration.

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.

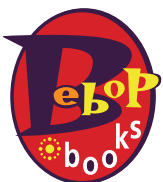
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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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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