

Guided Reading with

## Nana Flor's Flowers

Guided Reading Level: H

DRA Level: 14

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

**Overview:** Read this book to find out how Nana Flor uses these materials to make flowers for her neighborhood.

16 pages, 202 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
- maintain comprehension over more text episodes

### Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- most vocabulary is familiar, with some more varied word choices and literary language

### High-frequency words:

- *for, in, the, she, and, of, then, a, on, are, her, to, how, they, their, you*

### Phonics:

- r-controlled vowels (or, er, ir, ur)

### 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

*Las flores de doña Flor* [See back page](#)

## Getting Ready to Read

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

- Do you ever make any crafts out of paper? What do you make?
- What might you need to make paper flowers? What parts of a flower would you need to think about?
- What are some fun uses for paper crafts you make?

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

- Hold the book. Call children's attention to the title. Read: "*Nana Flor's Flowers*."
- Ask children to use the title and picture on the cover to make predictions about who the book will be about.
- Show the back cover and read the copy. Ask children to name the materials pictured and predict how Nana Flor will use them to make flowers.
- 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's happening in each one.

### 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: for, in, the, she, and, of, then, a, on, are, her, too, how, they, their, you.
- The text describes how Nana Flor makes paper flowers and how she shares them with people in the neighborhood. It then describes how she teaches children to make their own flowers using sequential vocabulary (first, then, finally).
- Vocabulary that might be challenging or unfamiliar to students includes: neighborhood, attach/attaches, decorations, vases, surprise.
- The story contains two compound words: everyone and neighborhood.

**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 how Nana Flor makes flowers and what she does with them.**

#### 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 how Nana Flor made flowers and what she did with them.**

**2. Ask questions like:**

- What materials does Nana Flor use for her flowers?

- What are the steps she followed to make them?
- What does she do with the flowers she made?
- Who does Nana Flor teach to make flowers? How did she teach them?
- Why do you think it is important for Nana Flor to teach young people how to make these paper flowers? Do you think it is important for young people to learn traditions? Why or why not?
- What do the children do with the flowers they made?
- Why do you think Nana Flor makes so many flowers?
- How do you think the people in the neighborhood feel about Nana Flor? What makes you think that?
- What’s important to think about when teaching someone how to make something?
- Why might Nana Flor be making these paper flowers? Could this be part of a holiday or special occasion?
- How do you think people in your neighborhood would react to being given a paper flower?

## 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:** Have students take turns working in pairs to act as a narrator and Nana Flor to review the events in the book. Have students use sticky notes to add speech bubbles to the illustrations, imagining what the characters might say during each episode.

Use the information in the book to write a “How to Make Paper Flowers” procedural text. Encourage students to use evidence from the text and illustrations to inform each step. Call their attention to the sequential words used in the text (first, then, finally). Help students integrate the information about what Nana Flor does with the flowers into a final step about sharing the flowers with others.

Study words in the text that include one r-controlled vowel pattern, or create a chart that lists all those found in the text (or, er, ir, ur). Add words from the book to the list and then brainstorm other examples. Practice reading and writing the words in sentences.

Revisit some of the more challenging multisyllabic words in the text. Practice chunking these words to read them. Ask students to attempt chunking other words that share some of the same features.

Have students read, or read aloud, other books that show how flowers can bring people joy, such as *Kama's Lei* (<https://www.leeandlow.com/books/kama-s-lei>) or *Xochitl and the Flowers* (<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>). Make connections between texts.

**Mathematics:** Write story problems about the number of flowers Nana Flor makes and how many she gives away. For example, “Nana Flor made 20 flowers. She put five on young girls’ hats, five in older girls’ hair, and six on women’s dresses. How many flowers did she have left?”

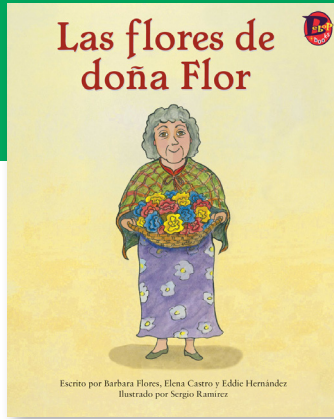
**Science:** Ask students to complete a scientific observation of a real flower as compared to a paper one. Create side-by-side labeled drawings and list similarities and differences.

Show many different examples of flowers from digital content or print, including magazine cutouts. Encourage students to study the structure of the real flowers and hypothesize about which type of flower these paper flowers most closely resemble and why.

**Social Studies:** Read books or view online content to learn more about the tradition of making paper flowers. Brainstorm a list of questions about this tradition and use information gathered to propose answers.

Read about another paper-related art tradition, such as origami or *papel picado*. The texts *Butterflies for Kiri* (<https://www.leeandlow.com/books/butterflies-for-kiri>) or *Punched Paper* (<https://www.leeandlow.com/books/punched-paper>) may be helpful. Compare the traditions using a Venn diagram.

**Art:** Have students try making their own paper flowers based on the information presented in the story. Take photos of students completing each step for them to write about and display with the flowers. Additionally, many video tutorials designed for kids in mind can provide additional ways to make paper flowers. If possible, pair with a class from a younger grade and have students give a paper flower to a younger student. Afterward, have the class discuss how it feels to make and give something to someone, especially if they aren’t expecting it on a non-special occasion day.



## Guided Reading with **Las flores de doña Flor**

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.

*Guided Reading Level: H*  
*DRA Level: 14*

### **Noun Support**

The following are places where doña Flor distributes the flowers throughout the story: las cercas; los sombreros de las niñas; el pelo de las muchachas; los vestidos de las señoras; las chaquetas de los señores; los floreros; las canastas

Print the names of the places or articles of clothing where the flowers go in the neighborhood on individual index word cards. Then, using the illustrations from the story with the text covered, have students match each index card with its appropriate picture.

### **Verb Support**

The following are verbs to describe how doña Flor distributes the flowers in the story: pone; hace  
Photocopy the text from the story and white out "pone" (to put) and "hace" (to make) (i.e. Doña Flor \_\_\_\_\_ flores de papel en los sombreros de las niñas de la vecinidad). Have students fill out whether the verb "pone" or "hace" goes into the specific blank and explain their reasoning.

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.

**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)