



Guided Reading with

A New Home

Guided Reading Level: F

DRA Level: 10

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

Overview: This girl is moving to a new home. This story tells you how she feels about the move.

8 pages, 129 words

Genre: Realistic Fiction

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
- read with fluency and stamina
- read past an unknown word and return to it to solve it
- recognize previously solved words when encountered again later in the text
- use background and vocabulary knowledge to read unknown words
- maintain comprehension over longer sentences and more text episodes

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 many children's experiences

High-frequency words:

- *is, and, because, she, her, are, to, a, will, in, the, with, them, at*

Phonics:

- -ing verb ending

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.1.4, RL.1.7

ELL/ESL

Un nuevo hogar

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Getting Ready to Read

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

- Have you ever felt both sad and happy at the same time? When?
- Have you ever moved to a new home? What do people do who are getting ready to move?
- What might it feel like to move to a new home?

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

- Hold the book. Call children's attention to the title. Read: "A New Home."
- Ask children to predict what might the story might be about.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story. Have them predict how the girl, Julia, feels about moving.
- Look at the title page.
- Give children the book and have them look at the pictures. Ask them to notice what part of Julia's life each picture shows.



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 sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence to check against the letter sounds.

4. Be aware of the following text features:

- The book contains the familiar words is, and, because, she, her, are, to, a, will, in, the, with, them, at
- It also contains the family vocabulary words mom, friends, teacher, dog, cat
- Several familiar verbs are used, but in gerund form: **moving, swinging, hearing, leaving, playing, taking.**
- Each page tells a reason Julia is either sad or happy about moving, along with what she will miss or what she will do in her new home. There is some repetitive phrasing.
- The story is straightforward but gives children the opportunity to read more text on each page, also requiring a return sweep.

Reading the Book

1. Set a purpose by telling children to read the book to find out how Julia feels about moving.

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:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

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.
- 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.
- Work with the “-ing” form of verbs.
- 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 how Julia feels about moving, and the reasons she gave.

2. Ask questions like:

- How does Julia describe her feelings about moving? What reasons did she give for feeling that way?
- What will Julia miss about her neighborhood?
- Who will Julia miss? What might help?
- What does the book say Julia will do in her new home? What else might she do?
- How does this story help you understand what it feels like to move? How could you use this information to help a friend who’s getting ready to move?
- How can Julia not feel sad about leaving her school and old friends? Is there a way to stay connected with her old neighborhood and school as she moves?

3. Encourage students to connect their experiences moving or changing grades (or another transition in their lives) with the events and Julia’s feelings in the story.

4. Explore with students the multiple feelings presented in this story. Can a change be both wanted and make us scared? Can we feel both excited and sad about something?

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: Have students turn the book into a short performance by acting out the story events. For more text to read, have students add speech bubbles to the supporting characters on sticky notes (e.g. neighborhood kids on the swings could say, "Julia, we'll miss you too! Maybe you can come visit." The dog could say, "Woof, woof! Don't forget to pack my leash and my food!")

Have students create a two-column chart showing reasons for Julia's different feelings. Label one side of the chart "Happy" and the other "Sad" and list the reasons she gives for feeling each way.

Have students create their own book about a time they felt sad and happy at the same time like Julia. Provide sentence frames that read, "I was sad because ____" and "I was happy because ____." Share them with each other as additional examples of situations when someone might feel both happy and sad at the same time.

Examine verbs with -ing endings with students, starting with examples from the book. Brainstorm additional examples and practice reading and writing some of the verbs in sentences.

List some of the phonetically-regular words from the book on cards. Practice saying each sound and blending them to read the words without context or picture support.

Mathematics: Writing combination story problems about packing to move. For instance,

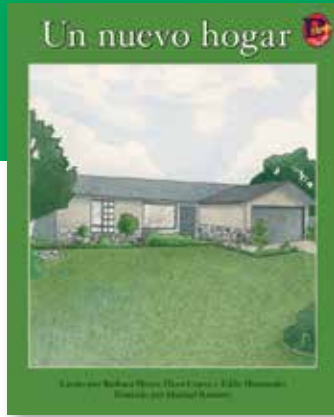
"I packed 5 books, 2 dolls, 3 balls, and 1 stuffed animal in a box. How many things did I pack? Encourage students to show their thinking in pictures, numbers, and words.

Social Studies: Compare this story to other books about children's homes around the world. Make a list of types of homes. Talk about how the book might look and sound different if written about a different family.

Pair students with a classmate and encourage them to take turns interviewing each other about a transition in their lives (moving, changing grades, starting a new school). What were they excited about? What were they sad about? What advice do they have for Julia. Let volunteers share what they learned from their partners.

Writing: Ask students to write a letter to Julia sharing their own experiences in a transition and advice they have for her.

Art: Have students create two side-by-side self-portraits showing themselves happy and sad (or two other simultaneous feelings.) Talk about visual details that would convey the different feelings.



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Guided Reading with **Un nuevo hogar**

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 adjectives are used to describe how Julia feels about moving to a new home: triste (x4); contenta (x2)

Print the words “triste” four times and “contenta” two times on separate index cards for students totaling six cards. Cover the text on each of the pages and have students match her emotion with each illustration.

Verb Support

The following verbs and phrases are used to describe what Julia is sad about and what she’s happy about before her move: se van a mudar; deja su vecinidad; se va de su escuela; deja a sus amigos; se lleva sus juguetes; su perro y su gato se mudan con ellas

Print each of the verb phrases on an index card.

After students match Julia’s emotion in the Noun & Adjective Support section of this guide, have students examine the verb phrases and match what she’s sad about and what she’s happy about in each illustration with the verb phrase index cards. Keep text from the story covered throughout the activities.

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.

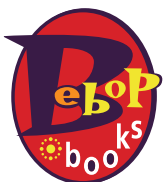
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All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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Abraham Barretto, Vice President of Educational Sales Bebop Books

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

abarretto@leeandlow.com