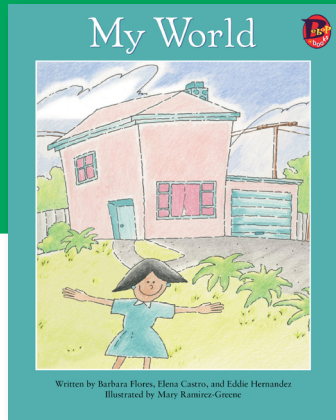




BEBOP CLASSROOM CONNECTION



Guided Reading with

My World

Guided Reading Level: G

DRA Level: 12

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Mary Ramirez-Greene

Overview: Read this book to find out all the parts of this girl's world.

8 pages, 145 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 context, background knowledge and vocabulary knowledge to read unknown words
- read varied sentences fluently, with expression and stamina

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

High-frequency words:

- *I, in, this, is, of, my, a, on*

Phonics:

- ow/ou diphthong (town/county)

Common Core Standards:

RF.1.1, RF.1.2, RF.1.3, RF.1.4

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.10

ELL/ESL

Mi mundo

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Getting Ready to Read

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

- How would you explain to someone where our school is located? (Or if appropriate for your group: What is your address? How would you explain where to find your home?)
- What places can maps show? How can you use a map to find a certain place?

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

- Hold the book. Call children's attention to the title. Read: "My World."
- Ask children to predict what the book might be about.
- Show the back cover and read the copy. Have children predict how the girl will explain where she lives.
- Have children predict some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to describe what each page shows. Help them read labels on each map.

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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may 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 both makes sense in the sentence and fits with the letter sounds written.

4. Be aware of the following text features:

- The book contains familiar words: I, in, this, is, of, my, a, on.
- The text is cumulative and talks about where a girl lives in reference to increasingly broader-view maps.
- Content-specific vocabulary words and phrases include: house, town, county, state, country, continent, planet.

Reading the Book

1. Set a purpose by telling children to read the book to find out how the girl explains where she lives in the world.

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: Encourage children to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may know. 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. Encourage children to cross-check their attempts with phonetic information.

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.
- 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 Elsa decided to use her rebozo.
2. Ask questions like:
 - Where does the girl live? How did she explain it?

- Where is her house? Where is her town? What other places did she describe?
- How did the author choose the order in which to show the maps and introduce the parts of the girl's world?
- How could this book help you explain where you live?

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: Talk about reading longer sentences fluently by breathing between phrases. Practice re-reading some of the longer sentences from the text aloud, focusing on phrasing.

Create a fill in the blank chart about your school's location or a sheet for individual students' homes. Help students fill in information about the town, county, state, country, and continent. Or, write fill-in-the-blank sentences on pocket chart strips so students also have to order the terms correctly.

List and practice reading words with the /ow/ sound



spelled "ou" and "ow," starting with examples from the book (town, county). Talk about how "country" is an exception, though "count" fits the phonetic pattern. Brainstorm additional words for each list.

Have students pretend to write to a pen-pal in another location. Use language from the story to help them describe where they live and ask questions about where the pen-pal lives.

Social Studies: Ask students to specifically name their town, county, state, country, continent, and planet. For student privacy, encourage students to start with naming their school, rather than their home address.

Study the maps in the illustrations to infer where the girl might live. Then look at maps to find your town, county, state, and country. Look at a world map and find examples of other continents, countries, and cities/towns.

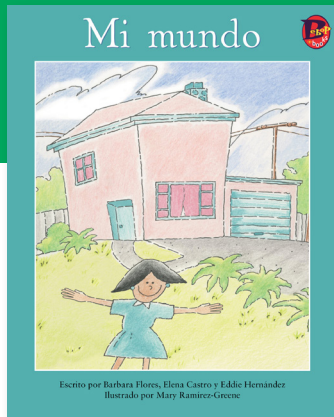
Have students use blocks or other building materials to represent the concepts from the book. Add index card labels. (E.g., build a small building, then a wall of blocks around it labeled "town," a larger walled area labeled "county," and so on.) Or, have each student build and name their own imaginary building or town within a larger area to show how a town contains many buildings, a county includes many towns, etc.

Writing: Show an envelope with a to and return address. Practice with students writing an address on a letter. What do you list first and in what order? Students may have international letters that display a different convention or order.

Art: Have students create a nested collage using shapes of different sizes and put a picture of themselves, or your school, in the middle. Have them add labels to each shape for town, county, state, country, continent, planet.



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DRA Level: 12

Guided Reading with **Mi mundo**

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 Support

The girl describes the different parts of her world in the story with the following nouns: casa, pueblo, condado, estado, país, continente, planeta

Using the illustrations from the story, cover up the text underneath the illustrations. Print each of the different parts of the girl's world on separate index cards. Afterwards, have students match each word to the corresponding illustration in the story, explaining how they learned about that word from the text.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements used in the story. 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.

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