



8 pages, 35 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- distinguish text from illustrations
- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations and initial sounds to solve unknown words
- read plurals with -s endings

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- text is similar to oral language
- familiar content is close to many children's experiences
- one line of text per page with predictable text placement

High-frequency Words:

my, has, one, two

Phonics

- initial consonant sounds b, f, h, l, t
- -s ending to form simple plurals

• digraph /th/

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2

ELL/ESL

Mi cuerpo See back page

Guided Reading with

MY BODY

Guided Reading: A

DRA: 1

Intervention: 1

written by Barbara Flores, Elena Castro and Eddie Hernandez

photographs by Mike Castro

Overview: My body has many parts. In this book you can learn what they are.

Getting Ready to Read

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

- What do you notice about the boy on the cover?
- What parts of the boy's body can you see in the photograph?
- Where do you think the boy is in the photograph?
How can kids use their bodies at a playground?

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

- Hold the book. Call children's attention to the title.
Read: *My Body*.
- Ask children to predict which body parts the book will list.
- Show the back cover and read the copy. Ask children to touch and name their own face, head, arms, hands, legs, and feet.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice how many of each body part the book 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.



- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: *my, has, one, two*
- The text pattern shifts from “My body has one _____” to “My body has two _____,” and from singular words to plurals.
- The final page includes an exclamation mark and the picture is less supportive.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the parts the boy has on his body.

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 the words children say match the words printed in the book? (voice to print match)
- Do children look at the photographs before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds /h/-/a/-/n/-/d/-/s/ or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?

- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the photography 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.

5. Possible teaching points to address based on your observations:

- Review using the photograph to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to pause at the period at the end of each sentence before beginning the next page.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out which body part that page is about.
- Model how to reread the sentence if the number of words spoken does not match the number of written words, attending to the letters in each word.
- Model how to use spoken word length to help predict unknown words. For instance, “mother” takes longer to say than “mom” and looks longer in print.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Who is telling the story? How do you know?
- Which parts does the boy have one of? Which parts does the boy have two of?
- What other body parts were shown in the



pictures but not listed?

- How does the boy use his body at the playground?
- How do you think the boy feels in this story? What makes you think that?
- Why do you think the boy has a smile on the last page?

After the 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 children label body parts by cutting out words and gluing them to a photo, drawing, or life-sized tracing on butcher paper.

Help children brainstorm what they can do with various body parts. As a class, make a T-chart with the name of the body part on one side and what we can do with it on the other side. Then have children draw a picture about how they use their bodies to play.

Mathematics: Have children create a chart about which body parts of which they have one, two, or ten by drawing or gluing pictures or words into appropriate columns.

Provide children with pictures of various sets of single and paired objects and have them label the images with the words "one" or "two" as appropriate.

Science: Learn about animal body parts, especially those that differ from human parts (e.g., tail, wings) and animals that have uncommon numbers of parts (e.g., octopus).

Social Studies: Read aloud and discuss books that celebrate individual differences in appearance, such as *Bein' With You This Way* (<https://www.leeandlow.com/books/bein-with-you-this-way>) or *Marisol McDonald Doesn't Match* (<https://www.leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina>). Notice and celebrate individual differences among classmates.

Research athletes and others who successfully use prostheses or adapted techniques to engage in activities that typically require two legs, feet, arms, or hands.

Art: Have children create self-portraits. Discuss which body parts to include and how many of each part to add. As an extension, create "monster" or "creature" portraits with different numbers of parts.

Music: Display songs on charts that include body parts (e.g., "Head, Shoulders, Knees and Toes") and use them as shared reading texts.

Physical Education: Play "Simon Says" using word cards. Start with a bank of simple prompts like "Lift your _____," "Wiggle your _____" and "Swing your _____" in a pocket chart. Add word or picture cards for different body parts to make commands (e.g., "Wiggle your arms.")

English Language Learners: Create a chart or illustrated poster listing Spanish and English words for various body parts.



Guided Reading: B
EDL/DRA: 2
Intervention: 2

Guided Reading with **MI CUERPO**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following body part names are listed: *cara, cabeza, manos, piernas, pies, sonrisa*

Have students sort the body parts according to their number:

Una: *cara, cabeza, sonrisa*

Dos: *brazos, manos, piernas, pies*

Ask students: What do you notice about all of the body parts that have “dos?” Tell students that since there is more than one, they are plural and have an “s” at the end. Words in “una” are only one so there is no “s” at the end.

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 © 2004 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