

Guided Reading with

## MY BROTHER PACO

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by James Florez

8 pages, 60 words

### Genre:

Realistic Fiction

### Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading, especially for verb agreement
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- blend letter sounds to read phonetically regular words
- pause at commas
- read common contractions

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- repetitive text
- book depicts a simple story through text and illustrations

### High-frequency Words:

*is, and, my, me, but, the, is, here*

### Phonics

- vowel sounds: short i, a, u
- contractions (don't, doesn't, I'm)

### National Standards:

- RF.K.1 (a-d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.7

### ELL/ESL

*Mi hermano Paco* See back page

**Overview:** Rain is coming. Read this book to find out what Paco and his brother do to get ready.

## Getting Ready to Read

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

- What might an older sibling give to a younger one? Do you give outgrown clothes to anyone?
- What do people wear when it rains?

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

- Hold the book. Call children's attention to the title. Read: *My Brother Paco*
- Ask children to predict what will happen in the story.
- Show the back cover and read the copy. Ask children to predict what Paco and his brother will do to get ready for the rain.
- 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 what's happening in each picture.

### 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, or to try saying the sounds in a word and blending them.



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

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

- The book contains familiar words: is, and, my, me, but, the, is, here
- Pages alternate between “Rain is coming and my \_\_\_\_\_ don’t/doesn’t fit me” and “But my \_\_\_\_\_ fit/fits my brother, Paco.” The last page is different.
- The last page contains an exclamation point.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about Paco and his brother get ready for the rain.**

**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 pictures 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 or blending the sounds?
- Do they reread if they come to an

unfamiliar or unknown word?

- Have they self-corrected any mistakes?
- Do they attend to verb agreement and read contractions correctly?
- 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 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, known parts of the word, or say all the sounds in the word to read it.

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

- Review using the picture 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 make a return sweep to the second line of text.
- 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 how the characters get ready for the rain.

### After the First Reading

**1. Have children confirm their predictions and talk about how Paco and his brother got ready for the rain.**

**2. Ask questions like:**



- Who is telling the story? How do you know?
- What did the big brother put on to get ready for the rain? What did he realize about each thing?
- What did the big brother do with his things that were too small?
- How do you think Paco felt about getting his brother's hand-me-downs?
- Why do people give hand-me-downs to others?
- How did the brother stay dry when they went out in the rain? Do you think an umbrella was a good solution? Why or why not?
- What examples of sharing do you see in the story?
- Is Paco the older brother or younger brother? How do you know?
- If you use an umbrella, what part of you stays dry and what part of you doesn't? Why?
- What time of year do you think the story takes place? What makes you think so?
- How do their pet cats feel about the rain? What makes you think so?
- What do you wear to stay dry in the rain or snow?

## 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:** Create a list of common contractions you'd like your children to learn to read, starting with the ones from the book. Use interactive or shared writing to write down the words that create each contraction. Practice building contractions with magnetic letters.

Have pairs of children turn the book into a short performance, reading the text aloud and using simple props to act out the story events.

Have children use sticky notes to add speech bubbles to the story illustrations based on the characters' facial expressions and story events. Incorporate contractions where appropriate (e.g., "Oh no! This won't fit!" or "It's just the right size for me!")

Have children read or read aloud other books about kids and their siblings, such as *Sister, Sister* (<https://www.leeandlow.com/books/sister-sister>) or *Mama Elizabeti* (<https://www.leeandlow.com/books/mama-elizabeti>). Discuss connections between texts.

To build background knowledge and vocabulary, use interactive or shared writing to brainstorm different types of weather and list what someone needs to wear for each one. Have each student draw a person dressed for a particular type of weather and label his or her clothing items.

**Science:** Read nonfiction books or view web content to learn more about rain and other kinds of precipitation. Compile information learned on a chart.

**Physical Education:** Take a walk in the rain. Have pairs of children share umbrellas.



## Guided Reading with **MI HERMANO PACO**

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.

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**Noun Support:** The following articles of clothing are listed in the story: botas, abrigo, sombrero, paraguas

Print the illustrations from the story and the articles of clothing on word cards. Then, have students match the word cards to the illustrations.

**Verb Support:** Ask students to notice which pages say: “le queda” and which pages say “le quedan.” Why do they think an “n” is added to “le quedan?” What is different about the articles of clothing that changes the verb from “queda” to “quedan?”

For students engaging with both English and Spanish texts, let students know 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.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

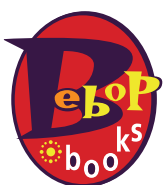
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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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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