My Favorite Foods

8 pages, 80 words

Genre:
Realistic Fiction

Focus: Concepts of Print and Reading Strategies:
- 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, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- look at each part or syllable of a longer word to read it
- read simple plural words with –s endings

Supportive Text Features:
- clear relationship between text and illustrations
- illustrations support all text details
- book depicts simple ideas through text and illustrations
- short, predictable sentences
- line breaks match sentence breaks
- familiar content close to many children's experiences

High-frequency Words:
my, for, me, I, like, a, these, all, them, are

Phonics
- consonant blends: tr, sq
- consonant sounds: soft c

National Standards:
- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.7

ELL/ESL
Mis comidas favoritas   See back page

Guided Reading with

MY FAVORITE FOODS
Guided Reading: C
DRA: 3
Intervention: 3

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

Overview: A girl is having a party. Find out what her favorite foods are and who makes them for her.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:
- What does "favorite" mean? What are your favorite foods?
- Who makes your favorite foods?
- When might someone serve a lot of his or her favorite foods all at once?

2. Connect children's past experiences with the book vocabulary:
- Hold the book. Call children's attention to the title. Read: *My Favorite Foods.*
- Ask children to predict what the girl's favorite foods will be.
- Show the back cover and read the copy. Ask children to predict why the girl is having a party and who cooks her favorite foods.
- 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 food is 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 or part of a word and

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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: my, for, me, I, like, a, these, all, them, are

■ The book contains two sentences per page with the pattern "My nana made _____ for me. I like _____ a lot." The last page is different.

■ Some children may be unfamiliar with the foods listed: tostadas, enchiladas, tacos, tamales, burritos, popcorn.

■ The last page contains the exclamation "Yum" and an exclamation point.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the girl's favorite foods and who makes them.

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?

■ 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 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:

■ 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 what each page is about.

■ Model how to break a longer word into parts and say the sounds in each word part to read it.

After the First Reading

1. Have children confirm their predictions and talk about the girl's favorite foods.

2. Ask questions like:

■ Who made the girl's favorite foods?

- What were her favorite foods? What did the pictures show about how to make each food?
- Why did Nana make so many of the girl's favorite foods?
- How does Nana feel about the little girl? What makes you think so?
- How do you think Nana felt about doing so much cooking? Why do you think that?
- How can the girl help Nana after the party?
- What are your favorite foods to eat for your birthday? Does someone make them for you at home or do you get them somewhere else?
- How do you know this girl is having a birthday party? Who might come to her party?

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 pairs of children turn the book into a short performance, with one child reading the words and acting out the part of the girl, and the other child acting out the part of Nana and serving pretend "food."

Play "Favorite Food" matching or memory using word and picture cards for foods from the book and additional foods. Talk about how the letters in each word help students know what kind of food it says.

Have children create their own books about their favorite foods and who makes them. Provide sentence frames that read, "My _____ made _____ for me. I like _____ a lot."

Set up a pretend restaurant or house in your classroom. Use shared or interactive writing to create a menu of students' favorite foods.
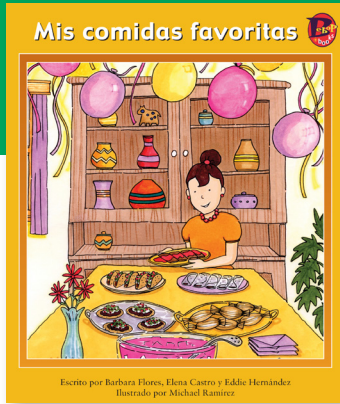
Mathematics: Have children survey peers and school adults about their favorite foods. Introduce ways to represent results in pictures, numbers, or words.

Social Studies: Learn more about the foods described in the book by having children read or reading aloud other titles or viewing web content or videos. Try titles like *Time for Tacos* (https://www.leeandlow.com/books/time-for-tacos) or select pages from *Family Pictures/ Cuadros de familia* (https://www.leeandlow. com/books/family-pictures-cuadros-de-familia) or *In My Family/En mi familia* (https://www. leeandlow.com/books/in-my-family-en-mi-familia).

Have children read, or read aloud, books about favorite foods in different cultures, such as *We Eat Rice* (https://www.leeandlow.com/books/we-eat-rice) or *Cora Cooks Pancit* (https://www.leeandlow.com/books/cora-cooks-pancit) Compare and contrast other types of favorite foods to the ones in the book.

Art: Using the book cover or last page as inspiration, have children draw, paint, or use collage to create a scene showing their favorite foods. Have them label each item.

Have children sketch a menu of all the foods they would want to eat and share for their birthday. Encourage children to create new foods if they wish.

Guided Reading with
MIS COMIDAS FAVORITAS

Mis comidas favoritas

Escrito por Barbara Flores, Elena Castro y Eddie Hernández
Ilustrado por Michael Ramírez

Guided Reading: C
EDL/DRA: 3
Intervention: 3

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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 foods are listed in the story: tacos, tamales, burritos, palomitas

Print the illustrations from the story and the different foods on word cards. Have students match the word cards with the corresponding illustration.

Verb Support: Have students work with sentence frames for the story to work on knowledge of sentence structure. Students can think of foods and different family members or friends who make them: Mi _____ me hizo _____. Me gusta(n) mucho los/las _____.

For students engaging with both English and Spanish texts, have students note that 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.
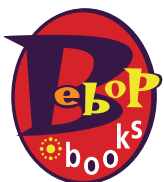
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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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