



8 pages, 54 words

Genre:

Realistic Fiction

Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a wide variety of 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

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
- familiar content close to many children's experiences

High-frequency Words:

I, am, a, for, its, to, around, on, come, my

Phonics:

- vowel sounds: short a

National Standards:

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

ELL/ESL

Mi muñeco de nieve [See back page](#)

Guided Reading with

MY SNOWPAL

Guided Reading: C

DRA: 3

Intervention: 3

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illustrated by Michael Ramirez

Overview: It has just snowed. See how one boy makes his own special snowpal.

Getting Ready to Read

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

- What might kids like to do after it snows? Have you ever made anything out of snow? What did you make?
- What supplies might someone use to make a snow person?

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

- Hold the book. Call children's attention to the title. Read: *My Snowpal*.
- Ask children to predict what the boy will do to make a snowpal.
- Show the back cover and read the copy. Ask children to predict what materials the boy will use to make a snow pal.
- 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 the boy adds to his snowpal 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.

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

4. Be aware of the following text features:

- The book contains familiar words: I, am, a, for, its, to, around, on, come, my
- The story contains the compound word: snowpal.
- The book contains one sentence per page that reads, "I add _____." The first and last pages are different. A variety of different phrases are used to describe the steps for building a snowpal.
- The last page contains an exclamation point.

Reading the Book

1. Set a purpose by telling children to read the book to find out how the boy builds a snowpal.

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.

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.
- Teach the concept of a compound word with snowpal.
- 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.

After the First Reading

1. Have children confirm their predictions and talk about how the boy built his snowpal.



2. Ask questions like:

- Who is telling the story? How do you know?
- What did the boy do first? What did he do next?
- How did the boy make the snowpal's face?
- How did the boy dress the snowpal?
- What did the boy do when he was finished?
- Where might the boy have gotten the clothes from?
- Why do you think the authors called it a snowpal and not a snowman?
- What would you build out of snow? How would it look?
- What do you think the mom will say about the snowpal?
- What time of year would this story likely be taking place? What makes you think so?

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: Show an enlarged picture of the snowpal (or a similar photo.) Have students work together to label its parts with sentences from the book written on sticky notes.

Brainstorm other things children might make

that have many parts. Have children create their own books about making something. Provide blank pages with the sentence frames, "I add _____." Remind children to write plurals as appropriate.

Brainstorm words with the short a sound, starting with examples from the book (e.g., add, pal, am, add.) Practice reading the list of words.

Read aloud *When This World Was New* (<https://www.leeandlow.com/books/when-this-world-was-new>), a story about a boy who sees snow for the first time when he emigrates from the Caribbean to America. Make connections between texts and discuss what it would be like for a child to see snow for the first time.

Mathematics: Connect the word "add" to story problems. Have children solve story problems about adding different materials to a snowpal, or have them write their own problems and represent them in pictures and numbers. (E.g., "I add 3 buttons for the mouth. I add 4 more buttons for the mouth. How many buttons did I use?")

Art: Have children create snowpals! Use paper circles, cotton, or felt, and add collage materials. Have children label the different features of their snowpals.



Guided Reading with **MI MUÑECO DE NIEVE**

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

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 items are listed for the “muñeco de nieve” in the story: una zanahoria, unos botones, una bufana, una gorra, unas piedras, unos palitos

The following body parts are listed for the “muñeco de nieve”: la nariz, la boca, el cuello, la cabeza, los ojos, los brazos

Print the illustrations from the story. Then, write the names for both the items needed for the “muñeco de nieve” and corresponding body parts on word cards. Have students match both the items and body parts to the illustrations from the story.

Afterwards, take the illustrations away and mix up the word cards. Students can match the items with corresponding body parts with just the word cards to reinforce the words in the story.

Have students work on feminine and masculine articles. Print the words “un,” “una,” “unos,” and “unas” on word cards. Then, use the word cards with the items printed (without the article) so that students can sort the items underneath the corresponding article.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on every other 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.

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.

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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.

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