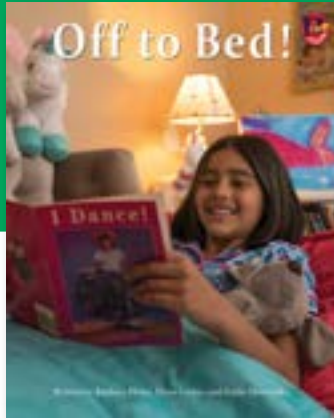




## BEBOP CLASSROOM CONNECTION



Guided Reading with

### Off to Bed!

Guided Reading Level: J

DRA Level: 18

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** It's time for Rosie to go to bed. Read this book to see what she does and how long it takes.

8 pages, 161 words

**Genre:** Realistic Fiction

**Focus: Concepts of Print and Reading Strategies**

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use background and vocabulary knowledge to help read and comprehend unknown words
- use text and illustrations to visualize information presented

**Supportive Text Features:**

- some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- text includes some repetitive language and phrasing
- varied sentence lengths and formats

**Phonics:**

- review different uses of apostrophes (contractions like I'm, it's, o'clock vs. possessive like in Rosie's)

**Common Core Standards:**

RF.2.3, RF.2.4

RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9,  
RL.2.10

**ELL/ESL**

**¡A la cama!**

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## Getting Ready to Read

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

- What do you do to get ready for bed at night? Do you have a routine you always follow?
- What time do you start getting ready for bed? What time do you usually fall asleep?
- What are some reasons kids might give their parents or caregivers about why they can't go to bed yet? What might adults say in response?

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

- Hold the book. Call children's attention to the title. Read: "Off to Bed!"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Have children predict what Rosie will do to get ready for bed. Have them predict how long it will take her to get ready for bed and write down their predictions.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the



pictures. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read. Introduce some of the content-specific vocabulary if you'd like.

**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 vowel sounds they may know.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

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

- The book contains a wide variety of high frequency words. It also includes the number words and time vocabulary "seven o'clock," "seven fifteen," "seven thirty," "seven forty-five," "eight o'clock," "eight fifteen," and "eight thirty."
- The book does not contain any particularly challenging or content-specific vocabulary words.
- Most pages begin with Rosie's mom saying, "It's [time!] Are you ready for bed?" and Rosie

responds with something else she needs to do.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

**Reading the Book**

**1. Set a purpose by telling children to read the book to find out about how Rosie gets ready for bed and how long it takes.**

**2. Have children read the book silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the book about?" or "Tell me how the book begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?



- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

**4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.** Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?" Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work." If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you try to sound it out?" "Did you think about chunking the word?"

**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 or sound

chunk 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.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- 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, exclamation points, and commas as clues 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 in the story.

**After the First Reading**

**1. Have children confirm their predictions and talk about the information shared in the book.**

**2. Ask questions like:**

- What was Rosie's bedtime routine, step by step?
- How long did each step take? How long did the whole routine take? (Refer back to students' predictions before reading. Did it



take more or less time than expected?)

- How is Rosie’s bedtime routine the same as yours? How is it different?
- How do you think Rosie’s mom felt during the bedtime routine? What might she have been thinking?
- How might a bedtime routine like Rosie’s be helpful for kids? If you have children one day, what do you think their routine should be?
- Do you think Rosie has a hard time getting ready for bed? Why or why not? Why might it be hard to get to bed early or the same time each night?
- Why do you think Rosie’s mom wants Rosie to get to sleep on time? What makes sleep important to our health?
- What do you think happens next in the story? After a good night of rest, how might Rosie feel in the morning?

## Second Reading

1. **Have children reread the book silently or to a partner.**
2. **This is a time for assessment.** Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.
  - While they are reading, watch what children do and what they use from the teaching time.
  - You might also take a running record on one child as an assessment of the child’s reading behavior.
  - You might also listen in on each individual

reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

## Cross-Curricular Activities

**Language:** Have students summarize the book content using a two column chart, listing the time in one column and what Rosie did in the other column.

Use simple props, such as a towel, toothbrush and hairbrush, for pairs of students to act out the story, with one playing Rosie and one playing her mom. Talk about reading the dialogue with appropriate intonation and expression to fit the story.

As a group, collaborate to summarize the story as a comic strip, with each student completing one or two boxes. Have them include speech bubbles (“I’m coming!” “It’s getting late!” etc.) and suggest students include a clock in each illustration to show the time.

Hunt through the book to find all the words with apostrophes. Write them on sticky notes and sort them into two groups, contractions and possessive. Talk about the words that combine to form each contractions. (FYI, “o’clock” is a contraction for “of the clock.”) Brainstorm other words with apostrophes that fit each category.

**Mathematics:** Use practice clocks to display the times Rosie did each part of her routine, or match picture cards of clocks with picture cards of the tasks from the book.

Have students practice writing times in both numbers and words to explain their own bedtime routines and what they usually do at each time.



Conduct a class poll. What are popular activities in bedtime routines? For example, how many students read a story before bed? Display the results in a pie chart or bar graph.

Encourage students to write down another routine, such as their school day. Students can write the activity alongside the start time of each: when do they go to recess, have snack, get ready for dismissal, etc.

**Science:** Learn more about healthy sleep using informational books or online resources. Make a list of tips for encouraging healthy sleep based on your group’s research.

Display a text set of animal sleep for students to explore. How do animals sleep? How does sleep look different (and the same) between species?

**Social Studies:** Discuss how this book may have sounded different if written about a different child or different family.

**Music:** Encourage students to list songs their families sing before bedtime either now or when they were little. Ask students why caregivers have lots of lullabies for young children. Are there any songs that still comfort them?

Play examples of lullabies and nonexamples. What type of music would be good for bedtime? What features do students hear in lullabies and bedtime music (across languages). Encourage students to share any lullabies they know.

**Physical Education:** Brainstorm with students examples of movement and exercises that would be good to do before bedtime. What physical activity can calm our bodies and minds? Practice some stretches or meditation.



## Guided Reading with **¡A la cama!**

Guided Reading Level: J  
DRA Level: 18

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 & Adjective Support

The following times are listed in the story about when various things the girl does during her bedtime routine: son las siete, son las siete y quince, son las siete y media, son las siete y cuarenta y cinco, son las ocho, son las ocho y quince, son las ocho y media

### Verb Support

The following action verb phrases are used in the story about what the girl has to do before she goes to bed: tengo que bañarme, tengo que ponerme mis pijamas, tengo que cepillarme mi pelo, tengo que cepillarme los dientes, me limpie las uñas, quiero leer me libro, Rosita ya está dormida

Print each of the times and verb phrases from the story on separate index cards. Then, without support of the illustrations, have students match the time with the corresponding verb phrase. Afterwards, students can read the story again to see if their match was correct.

Afterwards, have students highlight the verbs used in each of the sentences in one color, and then highlight the nouns in a different color. Have students reflect on the vocabulary used in the story.

For students engaging with both English and Spanish texts, have students note 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.

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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For more information about Bebop Books, please contact [quotes@leeandlow.com](mailto:quotes@leeandlow.com)

An imprint of LEE & LOW BOOKS | 95 Madison Avenue New York, NY 10016 | 212-779-4400 x. 26 ph.212-683-1894 fax