

8 pages, 46 words

Genre:

Fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- adjust voice when reading sentences ending in question marks and exclamation marks

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match sentence breaks
- punctuation supports comprehension (e.g. question marks, exclamation marks)
- text is similar to oral language
- familiar content close to many children's experiences

High-frequency Words:

was, here, how, did, he, come, in, through, the, from, who, but, a

Phonics

- consonant digraphs: th, ch,
- vowel digraphs: ow/ou

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Santa Claus

[See back page](#)

Guided Reading with

SANTA CLAUS

Guided Reading: E

DRA: 6

Intervention: 7

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Overview: Do you know how Santa Claus enters a house? Read this book and find out!

Getting Ready to Read

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

- Who is Santa Claus? What do some families believe Santa Claus does?
- What are some ways Santa Claus might sneak into a home?

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

- Hold the book. Call children's attention to the title. Read: *Santa Claus*
- Ask children to predict what the book will say about Santa Claus.
- Show the back cover and read the copy. Ask children what "enters" means. Ask them to predict how Santa will get into the house.
- 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 part of the house each picture shows. Explain what a "vent" is if needed.

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: was, here, how, did, he, come, in, through, the, from, who, but, a.
- Each page includes a question beginning, "Did he come..." The first and last pages are different.

Reading the Book

1. Set a purpose by telling children to read the book to find out how Santa Claus enters the house.

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 they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather

than individual letters when sounding out?

- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

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:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part 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.



- 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 how Santa got into the house. Are they able to answer that question?

2. Ask questions like:

- How does the family know Santa Claus was there?
- How do they think he might have come in? What makes them think that?
- Do you think it's more fun to know something or wonder about it? Give other examples.

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: Practice matching word cards with key vocabulary from the book to picture cards that show their meaning (e.g., door, window, chimney, tub, vent). Talk about the letters and word parts of some of the words.

Provide children with some of the questions from the book to cut out, read, and match to relevant illustrations.

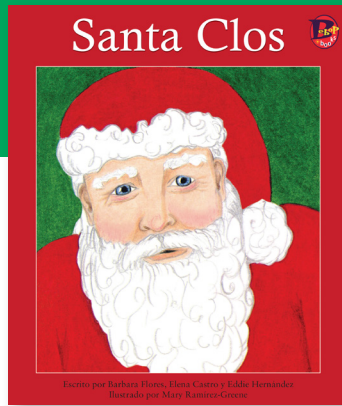
Turn the book into a short performance by having students act it out as they read it and pretend to look around a house for gifts. Talk about reading with expression to sound curious and excited.

Practice reading preposition words, starting with ones from the story (e.g., through, down, from.) Have children demonstrate understanding of the words by using small props (e.g., dropping an item through a tube or down from up high.)

Have children write their own books about how an imaginary creature might have gotten into your classroom, writing a question on each page such as "Did it come through the window?" with an illustration depicting a "clue."

Social Studies: Read books, website content or children's magazine articles about traditions involving Santa Claus, or other special gift-bearing visitors, in different cultures around the world.

Art: Have children make scenes in which a creature leaves clues (e.g., footprints, a feather or glitter) in different places around a house or other building. Add speech bubbles that read, "Did it come _____?"



Guided Reading: D
EDL/DRA: 4
Intervention: 5

Guided Reading with **SANTA CLOS**

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 areas of the house are provided as possibilities for how Santa entered: la puerta, la ventana, la chimenea, el baño, la rejilla

Print the illustrations from the story on cards. Then, print the names of the parts of the house on cards. Have students match the word cards to the appropriate illustration from the story.

For students engaging with both English and Spanish texts, have students note that there are questions on every page and an exclamatory statement on the last page. In Spanish, the exclamation points and question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficulty 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.

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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