

Guided Reading with

The Memory Trunk

Guided Reading Level: I

DRA Level: 16

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Overview: Join this girl as she learns about some of the special things in her grandma's memory trunk.

16 pages, 299 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 wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- recognize previously solved words when encountered again later in the text
- read varied sentences fluently, with expression and stamina
- use context and illustrations to understand unfamiliar vocabulary
- maintain comprehension over more text episodes

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some content-specific vocabulary
- varied sentence lengths and formats

High-frequency words:

- *the, a, in, her, it, is, and, of, with, for, I, go, to, what, you, your, she, why, an, because, out, when, was, he, are, they, have, by, that*

Phonics:

- -y ending for long e sound

Common Core 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

El baúl de los recuerdos

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Getting Ready to Read

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

- What's a memory?
- What's something you or someone you know keeps because of the special memories it brings?

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

- Hold the book. Call children's attention to the title. Read: "*The Memory Trunk.*"
- 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. Ask children to predict what will be in Grandma's memory trunk.
- 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 tell what they notice about the pictures as they turn each page. Preview vocabulary if you think it's necessary.

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 for chunks of words they know and to blend the sounds quickly.
- 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.

- 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 familiar words, including the family words Grandma, Grandpa, mother and brother, and a variety of high frequency words.
- Story is written in first person narrative form.
- Story contains several compound words: grandma, whenever, bedroom.
- Content-specific vocabulary words include: memory, trunk, sweater, knit, cap, earrings, watch
- Each page spread shows the girl and her Grandma looking at an item from Grandma's memory trunk. Grandma explains why each item is special.
- The amount of text on each page varies.
- The illustrations support and extend the text, but much of the meaning is contained in the text.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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 the special things in Grandma's memory trunk.

2. Have children read the story 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 story about?" or "Tell me how the story 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 showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- How are they dealing with conversations in the text
- 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?
- 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 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. Talk about the use of quotation marks to indicate dialogue.
- 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.

- Model how to use the repeating patterns in the text to solve words and read fluently.

After the First Reading

1. Have children confirm their predictions and talk about Zoey and her mom’s trip.

2. Ask questions like:

- What does Grandma’s memory trunk look like?
- What does Grandma do each time her granddaughter visits? Why do you think she does this?
- What does Grandma take out first/next/etc.? Why is each thing special?
- What’s the same about all the things in Grandma’s memory trunk?
- What does the girl give Grandma at the end? Why do you think she did?
- Do you think the girl likes visiting her Grandma and looking at things from her memory trunk? What makes you think that?
- Would you choose to put your special things away in a trunk? Why or why not?
- Why do you think the girl likes to look in the memory trunk each time she visits?
- Do you or a family member have a special box or container that holds special objects?
- Everything else in the memory trunk so far is something a family member wore. What could be something else the girl could put in the memory trunk instead of her tooth? (Example an old sports jersey, baby shoes, etc.)
- Why do you think people hold on to certain objects rather than just have the memory or even just take a photo?

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: Set up a cardboard box as a pretend memory trunk. Have students take turns reading the text while others act out the parts of Grandma and the girl taking items from the trunk.

Together, make a two-column chart to summarize the story. List items from the memory trunk on one side and reasons they are special on the other side.

Talk about how text can spark mental images. Re-read some of the sentences in which Grandma describes why items from the trunk are special. Ask students to close their eyes and imagine the events mentioned (e.g., Grandma and Grandpa's wedding, Grandma giving Grandpa the watch, etc.)

Compare the lengths of a shorter sentence and a longer sentence from the book. Practice reading some of the longer sentence fluently. Note the increased stamina required. Point out how commas or transition words are good places to take a breath.

Brainstorm or share a list of words that use -y to represent the long e sound, starting with words from the book (e.g., memory, many, tiny, fancy). Have students practice reading and writing the words. Compare several words from the book ending in y that do not have the same long e sound (e.g., say, my).

Use the story to explore adding details in students' own writing. Notice how each page includes a sentence to introduce the item and an additional sentence to add a detail. Have students write about their own special possessions in detail.

Have students read, or read aloud other books about grandparents and special memories, such as *Nana's Big Surprise/Nana, ¡Qué Sorpresa!* (<https://www.leeandlow.com/books/nana-s-big-surprise-nana-que-sorpresa>), *Singing With Momma Lou* (<https://www.leeandlow.com/books/singing-with-momma-lou>), or *Maya's Blanket/La manta de Maya* (<https://www.leeandlow.com/books/maya-s-blanket-la-manta-de-maya>). Talk about why memories are so meaningful and important to people and families. Make connections between texts.

Social Studies: Make connections between the memory trunk in the book and a history museum. Learn about a history-related museum in your area. Visit the museum website and/or take a virtual tour.

If possible, have students share an item or a photo of an item from their own families that has special meaning. Ask questions of each other, and make connections between students' items.

Talk about what items from your classroom students would place into a memory trunk to share with students at school decades from now. Introduce the idea of a time capsule. Have students draw and write about items to make a time capsule to keep at school.

Art: Provide students with a trunk-themed background. Have them draw, paint, or use collage to represent items that might go into a memory trunk for their families.



Guided Reading with **El baúl de los recuerdos**

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 Support

The following items are in the baúl de recuerdos: un viejo vestido blanco; un suéter rosa chico con botones en el frente; un gorrito azul; par de aretes; un reloj

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Print the names of the objects on individual index word cards. Cover the text from the story and have students match the nouns with their corresponding illustration. If possible, have students identify which objects have descriptor words/adjectives. How does that help them visualize the object?

Verb Support

The following action verb phrases are used to describe why the object is special:

Vestido: es especial porque lo usó el día que se casó con mi abuelo

Suéter: es especial porque era el favorito de mi mamá cuando tenía mi edad

Gorrito: es especial porque mi mamá lo tejió cuando Fernando era un bebé

Aretes: son especiales porque han estado en mi familia por mucho tiempo

Reloj: es especial porque ella se lo regaló a mi abuelo en su cumpleaños hace muchos años

After students read through the sentences and examine the pattern, have them write a sentence using the same format from the book about an object that's special to them. Have them think about the writer's style and how the author describes the importance of each object.

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.

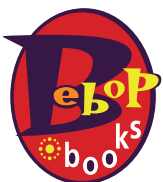
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