

Guided Reading with

Baby Born

Guided Reading Level: J
DRA Level: 18

by Anastasia Suen

illustrated by Chih-Wei Chang

Overview: This colorful story in verse follows new babies through each season and each new step of their development of their first year of life.

16 pages, 137 words

Genre: Fiction, Poetry

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, relying on a wider variety of spelling patterns
- solve words using analogies to previously solved words
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- notice rhyming words in the text and use them to support fluent reading
- use context, illustrations and background knowledge to understand unfamiliar vocabulary

Supportive Text Features:

- some details supported by illustrations
- text includes rhyming words
- some vocabulary is familiar, with some content-specific language

High-frequency words:

- *in, as, and, her, so, do, in, their, from, here, there, is, the, too, with, on, when, she, come, out, like*

Phonics:

- long vowel digraph "ee"

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7

ELL/ESL

Recién nacido

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Getting Ready to Read

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

- Do you know any babies? Describe them.
- What are some things babies learn during their first year?
- For babies born in the winter, what seasons would happen as they grow? In what season would these babies turn one?

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

- Hold the book. Call children's attention to the title. Read: "*Baby Born.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Read the overview sentence. Ask children to predict what the babies in the book will learn and how they will change during a year.
- Have children suggest some words related to babies they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what season it is and what the babies are doing in each spread.

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 book topic 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 variety of high frequency words.
- Content-specific vocabulary words include: snuggle, coos, rolls, creeps, crawls.
- Four lines of rhyming text per page describe a baby's new skills in each season of its first year.
- There is no punctuation used in the story.
- Each page has one verse in the poem.
- Every other line in the verse rhymes (lines 2 and 4 of each verse).
- Compound words are used: snowflake, everywhere, outside, ladybug.
- The story progresses in time along the seasons and baby development but does not follow just one baby across the story.

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 how babies grow and change during their first year.

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 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 ideas presented and how they relate to one another.
- 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 ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about how the babies in the book grew during the year.

2. Ask questions like:

- What did the babies do when they were born? What was the season?
- What season came next? What did the babies learn to do? What was happening in nature?
- What season after that? What did the babies learn to do? What was happening in nature?
- In the fall, what does the line about teeth and jack-o-lanterns mean?
- When winter comes again, what are the babies learning to do? How have the babies changed since the winter before?
- How is a baby’s first year different than a year in your life? How is it the same?
- Why do you think many people focus on a baby’s first year? What’s special about it?
- Why do you think the illustrator included older children on many of the pages? What did you notice them doing?
- Do you think the babies pictured are the same babies throughout the book? Why or why not? Why do you think the illustrator chose to show the babies the way she did?
- How do you know the babies are getting older as the story progresses? What are the babies able to do later in the story that they weren’t able to do when they were newborns?
- What do you think happens next in the story?

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: Summarize the book by creating a chart listing the seasons and what the babies learned to do in each one.

Discuss how reading rhyming text can help one practice fluent reading. Take turns re-reading sections of the book aloud, focusing on reading fluently through each rhyme.

Have students re-read the book to look for words with the vowel digraph ee (e.g., sleep, deep, seedlings, creeps, between, Halloween, sees). Brainstorm other words with this spelling pattern, and practice reading and writing words in context.

Read other books about babies and growing up, such as *Elizabeth's Doll* (<https://www.leeandlow.com/books/elizabeti-s-doll>), *The Story I'll Tell* (<https://www.leeandlow.com/books/the-story-i-ll-tell>), or *Bringing Asha Home* (<https://www.leeandlow.com/books/bringing-asha-home>). Make connections between texts.

A nonfiction book to learn about babies is called *Babies Don't Eat Pizza: A Big Kids' Book About Baby Brothers and Baby Sisters* (publisher Dutton).

Mathematics: Practice using a calendar, months of the year, and number of months to describe passage of time related to the story. Discuss with students in what month the book may have started, based on seasons in your location. Use sticky notes to mark the months depicted throughout the book related to this starting month. Also count how many months old the babies would be in each season.

Have students work together to arrange the information about babies' development onto a timeline marked with numbers of months.

Write story problems about babies ages for students that require using the months of the year to solve them. For instance, "Baby Rosa was born on February 1. When will she be 4 months old?"

Science: Help students brainstorm and research questions about baby animals related to the information about human babies in the book. For example, "In what season are baby _____ born?" "How old are baby _____ when they learn to walk?"

Social Studies: Use books and online resources to learn about how babies are traditionally welcomed and cared for in different cultures. Compile information gathered on a class chart.

If possible, have students share their own baby photos, and collect information from their families about themselves as babies. Share responses as a group.

Art: Study the watercolor artwork in the book. Have students use watercolors to paint a scene from their favorite season, or a collection of paintings showing each season of the year.

Music: Collect some songs that students' families sang to them when they were babies or to young siblings who still are babies.

Physical Education: Re-read the text aloud and have students act out the babies' physical development! Students can lay flat, lift their heads, roll, creep, crawl, stand, and toddle. Talk about how things look different from different positions.



Guided Reading with **Recién nacido**

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.

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Noun & Verb Support

Work on pairs of rhyming words with students from the story. The following are words are rhyming pairs from each spread:

Arropado/tejado	Suelo/cielo	Pillín/Halloween
Soleados/alborozados	Juguetea/chapotea	Encantado/asado
Cabeza/naturaleza	Parar/atrapar	Pie/bebé
Allá/ya	Agarrar/cesar	Otro/copo

Print each word on an individual index card and mix up the word cards. Then, have students sort the rhyming word pairs. Ask students how they were able to identify the rhyme: what sound(s) make the words rhyme? Can they come up with another word that rhymes with that rhyming pair?

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.

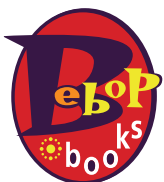
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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