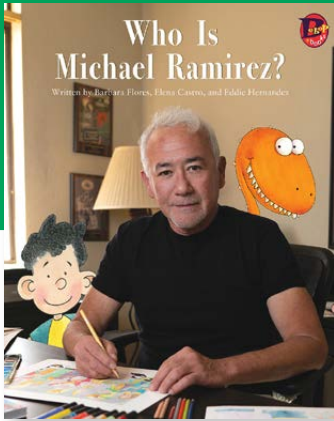




BEBOP CLASSROOM CONNECTION



Guided Reading with

Who Is Michael Ramirez?

Guided Reading Level: M

DRA Level: 28

by Barbara Flores, Elena Castro, and Eddie Hernandez

Overview: Read this book to find out about Michael Ramirez and what he does.

About the Book

Page number: 16, Word Count: 358

Genre: Nonfiction

Focus:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read

- read varied sentences fluently, with expression and stamina
- attend to commas and end punctuation to guide phrasing and support comprehension
- use text to visualize concepts presented
- refer to text evidence when discussing an informational text
- determine main idea of an informational text

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some

content-specific language

- varied sentence lengths and formats

Phonics:

- diphthong aw (e.g., draw)
- syllabication of multisyllable words with various syllable types

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8

ELL/ESL:

¿**Quién es Michael Ramírez?** See Last Page

Getting Ready to Read

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

- What are some jobs adults have? Which jobs might you be interested in when you're an adult?
- What kind of jobs could be good for someone who is interested in art?

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

- Hold the book. Call children's attention to the title. Read: "Who is Michael Ramirez?"
- 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 who Michael Ramirez is.
- 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.

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 focus on the print, look for chunks of words they know, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the information shared.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: artist, illustrator, creates, "Mexican American," famous, university, computer programs, "by hand," studio, materials, scanner, printer, connected, illustrations, sketches
- This informational text introduces Michael Ramirez, artist and illustrator of many Beboop books (<https://www.leeandlow.com/imprints/bebop-books>). Topics include Michael's childhood, education, current work, family and hobbies.

Guided Reading Note: Level M is the benchmark

for the end of second grade or beginning of third grade. Children reading at this level are at 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. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. **Set a purpose by telling children to read the book to find out about who Michael Ramirez is and what he does.**
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, consonant blends, long and short vowel sounds, suffixes and prefixes 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 sounding out each letter or 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 concepts presented by asking students to visualize or explain in their own words.
- 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 information presented in the text.
- 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 who Michael Ramirez is and what he does.

2. Ask questions like:

- According to the book, who is Michael Ramirez? Give evidence from the text.
- What was Michael's childhood like? How did his childhood influence who he became as an adult?
- How did Michael learn to be an artist? Give evidence from the book.
- Where does Michael work and what tools does he use? Give evidence from the book.
- What does Michael do to illustrate a book? Give evidence from the book. How might the way Michael works be the same or different than another illustrator?
- How does Michael like to spend his free time? Give evidence from the book.
- What did Michael say in his letter to kids? What message did he give? Do you agree with his message?
- Based on all the information in the book, what words would you use to describe Michael Ramirez as a person?
- If you were going to write a "Who Is..." book for kids, what person would you choose? Why do you think the authors decided to write this book about Michael Ramirez? What message do you think they hope kids will remember?
- What questions do you have for Michael Ramirez?

- What advice do you have for someone interested in becoming a book illustrator or an artist?
- What other types of work could artists do besides illustrating books?

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 information in the book by creating a chart with headings that fit each section (e.g., "Childhood," "Education," "Tools and Workspace," etc.) and



then adding bullet points summarizing key details.

Have students use sticky notes to add labels and captions to the book photographs that reflect the information in the text.

Discuss the sound of the diphthong aw (e.g., draw). Practice reading and spelling other words with this spelling pattern.

Work together to divide words from the book into syllables to read them. Talk about different syllable types.

Have students write a letter to Michael Ramirez sharing which book of his is their favorite and what questions they have about his job.

Mathematics: Use information from the book to create a simple timeline of Michael Ramirez's life. Have kids research another person of interest and create a timeline of their life using the same format. Or, use the same format to create timelines of kids' own lives, with hypothetical plans/hopes for the life stages they haven't experienced yet.

Social Studies: Have students use the book to get ideas for interview questions for someone who works in a profession that interests them. If possible, have them interview someone in that field and share their findings with the group.

Ask students to research other jobs artists do in the community.

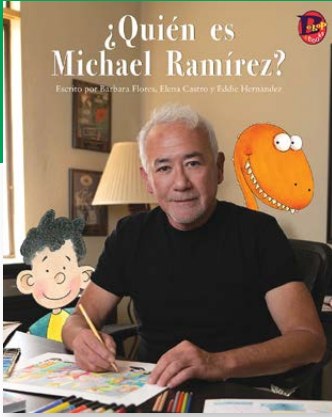
Invite a parent volunteer to class to share what they do with students, particularly if it involves book making or art. Brainstorm questions with students beforehand. Make sure to have students write a thank you letter to the volunteer afterwards.

Art: Share examples of books illustrated by Michael Ramirez (See <https://www.leeandlow.com/imprints/mas-pinata>) and those illustrated in

different styles by others. Draw inferences about the tools and techniques used by others and compare and contrast to information from the book. Have students try out creating illustrations of the same scene using different methods (e.g., colored pencil, computer, paint) and discuss their experiences.

Encourage students to pick another children's book illustrator they like or admire to research. How did they get into illustrating or art? What medium do they create their art? Which book is their favorite and why?

Encourage students to draft a story and sketch each scene. The story should have at least three scenes (a beginning, middle, and end). Reflect with students the challenges of re-creating characters over multiple scenes and the joys of bringing print to life visually.



Guided Reading Level: M
DRA Level: 34

Guided Reading with **¿Quién es Michael Ramírez?**

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 nouns and adjectives are used to describe Michael's profession as an illustrator and artist throughout the book: artista, ilustrador, dibujos, libros, juegos, carteles, universidad, computadora, estudio, pinturas, crayones, gis, lápices de colores y plumones, impresora, escáner

Consider adding these words to a Spanish word wall in the classroom for students to refer to.

Verb Support

The following verbs are used to describe the actions that Michael does as an illustrator throughout the story: dibujar, aprender a pintar mejor, trabaja

On one of the pages, Michael's process as an illustrator is outlined. Print the following steps on individual index cards:

lee el cuento; hace dibujos rápidos llamados bosquejos; hace los dibujos con más detalles; los colorea; hacer cambios a los dibujos en la computadora

Then, mix up the steps and have students sort them in the order that Michael creates his illustrations for a book in the story.

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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