



## Guided Reading with **What's in the Box?**

Guided Reading Level: H  
DRA Level: 14

by Barbara Flores, Elena Castro, and Eddie Hernandez  
illustrated by Jim Florez

**Overview:** Can you guess what's in the box? Read this story to find out.

### About the Book

Page number: 16, Word Count: 239

**Genre:** Fiction

**Focus:**

**Concepts of Print and Reading Strategies:**

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a longer 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 and understand common contractions
- read and understand possessive nouns with 's

- read varied sentences fluently, with expression and stamina
- attend to punctuation, including quotation marks, commas, and end punctuation
- use text to visualize story events
- synthesize information from multiple text episodes to make predictions and draw conclusions

#### Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language, phrasing, and circumstances
- most vocabulary is familiar, with some more varied word choices and literary language

#### High-frequency words:

- *was, at, the, came, with, a, for, I, in, her, she, all, of, to, he, his, mom, what, why, it*

#### Contractions:

- *what's*

#### Phonics:

- review contractions with 's vs. possessive nouns with 's
- syllabication of multisyllable words with various syllable types, particularly dividing syllables between double consonants
- r-controlled vowels ir, er, ar (e.g., birthday, wonder, sister, camera, car)
- review rule for using the -ck ending after a short vowel (usually for one-syllable words like stuck)

#### Common Core Standards:

- RF.1.1, RF.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10

**ELL/ESL:** ¿*Qué estará dentro de la caja?* See last page

### Getting Ready to Read

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

- Imagine it's your birthday and a friend arrives with a wrapped up box. What would you wonder or hope?
- How could you get clues about what's in a box without opening it?



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

- Hold the book. Call children's attention to the title. Read: "What's in the Box?"
- Ask children to use the title and picture on the cover to make predictions about who the book will be about.
- Show the back cover and read the copy. Ask children to predict what's in the box. Ask them to look carefully at the back cover illustration and talk about what they notice.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to notice what each picture 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 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 story.

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

- The book contains many high frequency words, listed in the previous section. You might introduce 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: bus stop, wonder, "all of a sudden," stuck, camera, plumber, tool belt, wrench, musician, trumpet, firefighter, fire helmet, magnet
- The text includes several repetitive episodes in which a metal item gets stuck to the box and the characters exclaim over it being stuck. The text is a mix of simple and compound sentences and assigned dialogue.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on 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. Students are likely still learning new 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 what's in the box, and the clues the characters get while they try to figure it out.**
- 2. Have children read the first few pages silently. 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. Check comprehension with a simple comment, such as: “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 record these observations.**

### **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 sound out letter by letter when they come to a word they don't know?
- 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 using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make 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?” or “Did you sound out the whole word letter by letter?”

### **5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used. Connect the letters to the sounds in each word.
- Review how to decode a word left to right or one syllable at a time, looking for parts of words that are familiar.
- 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 and exclamation points as keys 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 what was in the box.**

**2. Ask questions like:**

- Who's birthday is it? Who brought the box?
- Who else came to the bus stop? What happened each time someone new came?
- What would it feel like to have so many different things stick to a box? What do you imagine Ivan and the other characters were thinking?
- What was the same about all the things that stuck to the box?
- What did you imagine at the part when the box ripped open?
- What was in the box? Why did Ivan say, "Now we know why everything stuck to it?"
- Do you think this story is realistic? Why or why not?
- What types of materials would stick to

magnets? What types of objects or materials will not stick to magnets?

### 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:** Talk about the story elements to summarize the book. On a chart, list the characters, setting, problem, and resolution.

Use examples from the book to talk about visualizing as readers. Use a box and props or pictures of items and have students act out what



happened at the bus stop. Talk about reading with expression.

Use examples from the book to talk about different uses of apostrophes. Compare possessive nouns with 's (Ivan's sister, Christy's mom, etc.) to the function of the apostrophe in the contraction "what's." Have students label a pile of items with sticky notes with possessive nouns ("Sara's water bottle") and put them in a box, and read, "What's in the box?" Then have them take out an item and read the sticky note.

Create a chart for words with the r-controlled vowels ir, er, and ar, adding example words from the book. Practice reading and spelling other words with these patterns.

List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables and how that's helpful to read the words. Talk about examples of different types of syllables. You might review closed syllables and focus on dividing syllables between two consonants, as in sudden, magnet, and trumpet, etc.

Review the rule for using the -ck ending after a short vowel (usually for one-syllable words like stuck). Practice reading and spelling other words with the -ck ending.

Create a list of sensory, descriptive words to describe objects. Make a chart for students to refer to, including: soft, sticky, squishy, hard, rough, and so on.

**Science:** Have students explore magnets and metal/non-metal items to help them answer the question, "Is this book realistic?" Have them write their hypotheses, plan an experiment to test items, and write a conclusion.

Let students test which types of materials and objects work with magnets. Give each student a feather, piece of wood, some cloth, a paperclip, a plastic button, and so on. Which object sticks to the magnet and which doesn't.

Read other books about magnets and discuss how magnets are useful to people. What types of jobs use magnets? Where do we see magnets in our day to day?

**Art:** Have students decorate a box to look like a wrapped present. Have them draw something they'd love to receive inside and write a list of clues to help someone guess what it is.



Guided Reading Level: H  
DRA Level: 14

## Guided Reading with **¿Qué habrá dentro de la caja?**

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 people and objects are mentioned in the story:

**People:** Cristi, la mama, un plomero, un músico, una bombera

**Objects:** el carrito, la cámara, la llave, la trompeta, el casco

Print the names of the people and objects on separate, individual index cards. Without support from the illustrations, have students match each person with the object that they try to put into the box.

### **Verb Support**

Using the following sentence structure from the story, have students create their own scene aligned with the pattern from *¿Qué habrá dentro de la caja?*

De repente, [object's name] se pegó a la caja. [Name of person] jaló y jaló pero [object's name] siguió pegada a la caja.

Have students record their scenes in their writing journal and share with a partner or small group.

For students engaging with both English and Spanish texts, have students note that there are question marks on every 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.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



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