



Meet My Family

Written by Barbara Flores, Elena Castro, and Eddie Hernandez

8 pages, 28 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- distinguish text from illustrations
- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- use illustrations and initial sounds to solve unknown words

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- text is similar to oral language
- familiar content close to many children's experiences
- one line of text per page with predictable text placement

High-frequency Words:

this, is, my, me

Phonics

- initial consonants f, m, b
- initial consonant blends gr, br
- digraph /th/

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

Conoce a mi familia

[See back page](#)

Guided Reading with

MEET MY FAMILY

Guided Reading: A

DRA: 1

Intervention: 1

written by Barbara Flores, Elena Castro and Eddie Hernandez

photographs by Mike Castro

Overview: In this book you will meet my family. Who is in my family?

Getting Ready to Read

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

- Who is in your family? Who might be in someone else's family?
- What do you call each person in your family?
- What do your family members do at home?
- Discuss the notion of extended families.

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

- Hold the book. Call children's attention to the title. Read: *Meet My Family*.
- Ask children to predict who will be in the girl's family.
- Show the back cover and read the copy. Ask children to say who they think is in the photograph.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice who is on each page and what each person is doing.

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: *this, is, my, me, baby*
- Children may be familiar with the words “mom” and “dad,” but book this uses “mother” and “father.” This book uses “grandma” to describe the grandmother.
- There is a patterned sentence: “This is my _____.”
- The text pattern breaks once in the middle of the book (“This is me.”), making it a good title to practice reading with attention to print and one-to-one correspondence.

Reading the Book

1. Set a purpose by telling children to read the book to find out about who is in the girl’s family.

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 the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?

- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

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.

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

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to pause at the period at the end of each sentence before beginning the next page.
- Point out the words *mother, father, and brother*. Point out the “th” in each of these words. Tell children these two letters come together to make one sound /th/.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each photograph for clues to finding out who is in each picture.
- Remind students about the period at the end of each sentence and the purpose for this punctuation.
- Model how to reread the sentence if the number of words spoken does not match the number of written words, attending to the letters in each word.
- Model how to use spoken word length to help predict unknown words. For instance, “mother” takes longer to say than “mom” and looks longer in print.



After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Who was in the girl's family? Did the book tell us anyone's name? What might the girl call her family members?
- How is this family the same or different than your family?
- What was each person doing in the photographs? Do your family members do any of these things?
- What activity do you think the family is doing together on the last page? What other activities might they do together?
- What other family members might the girl have who were not in the book?
- How old do you think the girl is? Why do you think that?
- Ask students to add a sentence to each page that describes the family member in that page or that would describe what each would do in their family.

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: Have children make books about their own families using the same text pattern. Provide

the sentence stem "This is ____" on each page, or provide a bank of words for students to locate, cut out, and glue to each page, including *This, is, my, me, mother, father, brother, sister, grandmother, grandfather,* etc.

Shared Writing: Have children help you write a story about a family that has a conflict that gets resolved. Have students brainstorm what members of the family should be involved and what problem and resolution should be included.

Shared Writing: Look at a map to locate desert regions around the world. Compare the locations to where you live.

Social Studies: Read aloud books about families, such as *Quinito, Day and Night* (<https://www.leeandlow.com/books/quinito-day-and-night-quinito-dia-y-noche>) or *Elizabeth's Doll* (<https://www.leeandlow.com/books/elizabeti-s-doll>). Compare the family members described in each read aloud to those in the text and in students' own families.

Talk about cooperation in a family. Talk about chores the family members might have.

Art: Have children create family portraits and label each family member with a single word, or a sentence following the book's text pattern (This is my ____).

Have children complete a family tree. Ask them to bring in pictures to place on their tree.

English Language Learners:

- Help students brainstorm names they use for their family members such as [insert Spanish examples of names for mom, dad, etc.] Create a chart comparing these to common names for these family members in English.
- Compare examples of how English and Spanish versions of a sentence might contain a different number of words or different spellings of a high frequency word (if this is relevant—*esta/este* example?)



Guided Reading with **CONOCE A MI FAMILIA**

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.

Guided Reading: A
EDL/DRA: 1
Intervention: 1

Noun Support: The following family names are listed: *papá, mamá, hermano, abuelita, familia*

Have students sort the family members according to their demonstrative pronoun, “este” or “esta”:

Este: *papá, hermano, hermanito*

Esta: *mamá, yo, abuelita, familia*

Ask students: why does it say “esta” before “yo?” Let students know that it’s “esta” because the girl is the main character, so it has to be “esta” instead of “este.” It means that “esta” is feminine because the girl is speaking. When it says, “Este es mi hermano,” it’s “este” instead of “esta” because it’s referring to a boy, so it’s masculine.

Consider creating a word wall with indefinite articles (el/la) and demonstrative pronouns (este/esta) and have students

Ask students: why does this picture have “hermano” (point the photograph with “hermano”) and why does this picture have “hermanito” (point to the photograph with “hermanito”) and not “hermano?” Why do you think “ito” comes after “hermano” on this page?

Verb Support: Show students how the sentences say, “Este or esta es...(family member).” Why is this page, “Esta soy yo?” different? What do you see on this page that’s different from the other pages?

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

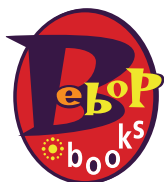
Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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 © 2004 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



**For more information about Bebop Books, please contact:
Abraham Barretto, Vice President of Educational Sales Bebop Books**

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com