



Guided Reading with

## MOVING DAY SURPRISE

*Guided Reading: G*

*DRA: 12 Intervention: 12*

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illustrated by Nicole Tadgell

**Overview:** An African American boy is sad to find out that he and his family are moving, and he worries about all the changes the move will bring. After a big surprise, he learns that changes aren't always scary.

24 pages, 210 words

### Genre:

Realistic Fiction

### Focus:

- reading and following conversation
- following a longer story
- maintaining meaning

### Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- pictures support and enhance the story

### High-frequency Words:

*my, in, an, this, is, for, people, and, one, but, now, we, have, a, more, on, go, to, find, with, the, I, likes, his, he, will, them, if, come, they, look, are, all, get, do, not, down, up, now*

### Common Core Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

### ELL/ESL

*Sorpresa de mudanza*

See back page

## Getting Ready to Read

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

- What happens when a family has to move?
- How might a family have to change when a new baby arrives?
- Tell me about what you have to do to get ready to move.

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

- Hold the book. Call children's attention to the title. Read: "Moving Day Surprise."
- Tell children that the book is about a family who is moving to a new home. Ask children to predict what might happen in the story.
- Show the back cover and ready the copy. Ask children what they think the surprise could be.
- 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 tell what they see happening in the book.



### 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 say the beginning sound of an unknown word and read on, retuning to the word after completing the sentence.

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

- The book contains several high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different numbers of sentences on each page; many sentences require a return sweep.
- Several compound and multisyllabic words are used.
- The pictures enhance the story, but most of it is told in the text.

## Reading the Book

### 1. Set a purpose by telling children to find out about the moving day and the surprise.

**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. When you hear them reading fluently, tell them to begin reading silently.

### 3. Look for these reading behaviors during the first reading:

- Do they use multiple sources of information?
- Do they make predictions and confirm or revise them while reading?
- Are they more able to monitor meaning and self correct?
- Do they know a large number of sight words?
- Do they use punctuation appropriately?
- Do they read more automatically and with fluency?
- Have they begun to draw conclusions and make inferences?

**4. As children read, suggest a reading strategy if they are struggling:** "Try saying the beginning of the word. Try looking at the picture for help." Encourage children to take a guess or read past the unknown word, returning to it after completing the sentence.

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

- Review how to find a known part 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.
- Point out the compound words and explore how they are formed from two shorter words; review how multisyllabic words are different from compound words.
- 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. Call attention to the use of quotation marks, commas, and question marks in dialogue.
- 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 about what happened in the story and talk about the boy’s feelings about moving.**
- 2. Discuss why the boy tells his grandmother that his fish, Flipper, is sad about moving.**
- 3. Brainstorm a list of things children would like to take with them if they moved to a new home.**
- 4. Elicit children’s ideas about the moving day surprise.**
- 5. Make a list of all the characters in the story and have children tell two things about each person.**

### Second Reading

- 1. Have children reread the book silently to themselves or to a partner in a whisper voice.**
- 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

**Art:** Make a house-shaped book. Decorate the cover and write the title. For each page, have children draw pictures of things in their homes they would want to take with them if they moved. Encourage each child to write a sentence under his or her picture explaining why these items should move with them.

**Math:** Draw a 10-story apartment house on chart paper and label each floor with its floor number. Make up math problems for children to solve. For example, Rosie lived on the sixth floor, but she moved down three floors. Now what floor does he live on? Have children use manipulatives to figure out the answers. Have them record their answers using mathematical notation.

**Science:** Have children investigate how to care for a pet goldfish. If possible, bring in a goldfish as a classroom pet. Children can list the tasks that need to be performed to care for the fish and assign different children to



the tasks each week.

Give children some blocks or Legos.

Challenge them to design and build a multi-story building that will be strong enough to stand even if it is hit with a rolling ball. Let children work in pairs. When they are finished, have a child roll a red playground ball toward the building to test its strength. Talk about what happens when the ball hits the building. Ask children to come up with ideas of how to make their buildings stronger and more stable.

**Social Studies:** Explore with children what a real estate agent does. If possible, invite a real estate agent to come to class and talk about how he or she helps families find new homes.

**Writing:** Have children write about their own experiences moving to a new home. Children who have not had to move may write an imaginary story about move, a story about their pet, or a story about a time one of their grandparents baby-sat for them or came for a visit.



## BEBOP CLASSROOM CONNECTION



*Guided Reading: G*  
*EDL/DRA: 12*  
*Intervention: 12*

Guided Reading with

# SORPRESA DE MUDANZA

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.

The Spanish edition has many familiar words. The story is about a boy whose family is going to move. Although the sentence constructions sounds like speech, some of them may be unfamiliar to children. There are different numbers of sentences on each page and the text requires return sweeps. Children may be unfamiliar with the way dialogue is indicated and how question marks and exclamation points are used in written Spanish. Dashes are used instead of quotations marks to indicate dialogue. Question marks and exclamation points are used at both the beginning and end of a sentence. The marks appear "upside down" at the beginning and "right side up" at the end of the sentence.

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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**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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