

Sara, Little Sara

Written by Barbara Flores, Elena Castro, and Eddie Hernandez
Illustrated by Michael Ramirez

8 pages, 51 words

Genre:

Fiction, Poetry

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- pause at commas and keep reading longer sentences
- read with fluency and stamina
- notice rhyming words in the text and use them to support fluent reading
- be aware that literary language can sound different than spoken language
- read verbs with inflectional endings (e.g., -ing, -ed)

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text episodes follow a clear sequence
- text includes some repetitive phrasing
- text includes rhyming words
- some line breaks match sentence breaks

High-frequency Words:

was, on, a, some, and, then, it, to, she, her, what, but not, for

Phonics

- verb endings: -ing, -ed
- long vowel word families: -eam, -ate

National Standards:

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

ELL/ESL

Sara, Sarita

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Guided Reading with

SARA, LITTLE SARA

Guided Reading: F

DRA: 10

Intervention: 9

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Overview: What happens to little Sara when she is eating her cake and ice cream? Read and find out.

Getting Ready to Read

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

- Have you heard the nursery rhyme “Little Miss Muffet?” (Share the rhyme if not: <https://www.poetryfoundation.org/poems/46957/little-miss-muffet>)
- Do you like spiders? How would you react if a spider were next to you? How might someone who is afraid of spiders react?

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

- Hold the book. Call children’s attention to the title.
Read: *Sara, Little Sara*
- Ask children to predict what Sara will do in this story.
- Show the back cover and read the copy. Ask children to predict what happens to Sara while she’s eating cake and ice cream.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what happens in the story as they turn each page.
- Ask them to notice how Sara feels, based on the pictures.

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 of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: was, on, a, some, and, then, it, to, she, her, what, but, not, for.
- The text reads like a traditional nursery rhyme, with some literary language structures, some rhyming phrases and some near-rhyming phrases.
- Students may not know the vocabulary word “fate.”

Reading the Book

1. Set a purpose by telling children to read the book to find out what happens to little Sara.

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:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading

when they lose meaning?

- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

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. Encourage children to take a guess or read past the unknown word and return to it.

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 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 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.

After the First Reading

1. Have children confirm their predictions and talk about what happened to Sara.

2. Ask questions like:

- What was Sara doing at the beginning?
- What happened next?
- How did Sara react to seeing the spider? What did she do?
- Why was it a “terrible fate” for Sara, but not the spider?
- If the spider could talk, what do you think it would have said about what happened?

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 turn the book into a short performance by acting out the story using simple props as they read. Also make the props available for open-ended play.

Provide children with some of the sentences from

the book to cut out, read, and match to illustrations depicting the different steps.

List –eam or –ate words from the story and brainstorm additional words. Use magnetic letters or letter tiles to change words into new words.

List verbs from the story and other common verbs and practice writing and reading them with –ing endings.

List verbs from the story and other common verbs and practice reading them with –ed endings. Talk about the different ways –ed endings can sound.

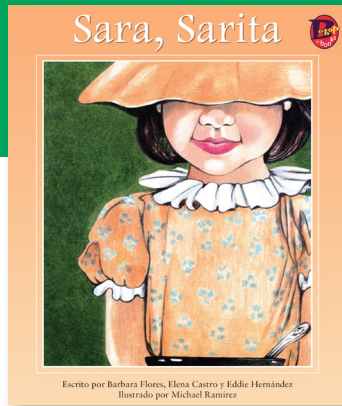
Create a chart comparing and contrasting the events of this story to the classic nursery rhyme “Little Miss Muffet.” Together, rewrite another traditional nursery rhyme with updated details.

Social Studies: Read books, website content or children’s magazine articles about traditions involving Santa Claus, or other special gift-bearing visitors, in different cultures around the world.

Art: Have children make scenes in which a creature leaves clues (e.g., footprints, a feather or glitter) in different places around a house or other building. Add speech bubbles that read, “Did it come _____?”

Mathematics: Have children conduct surveys to find out what scares classmates and others in your school. Have each student identify a survey question, such as “Would you scream if you saw a spider?” or “What would scare you the most, a spider, a bee, or a snake?” and collect, analyze, and represent responses.

Science: Learn factual information about spiders by reading books or looking at online resources. Brainstorm questions related to the book and try to answer them, such as, “Would a spider really eat cake and ice cream?” or “Would a spider actually harm a young girl?”



Guided Reading: I
EDL/DRA: 16
Intervention: 16

Guided Reading with **SARA, SARITA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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.

Noun Support: The following nouns/objects from the story rhyme: pastel/clavel; araña/teleraña

Verb Support: The following verbs from the story rhyme: gritó/corrió/comió

Print the nouns and verbs on word cards and arrange them in front of the students. Then, have students match the words that rhyme.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

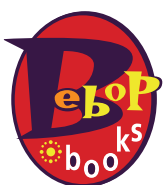
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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