



BEBOP CLASSROOM CONNECTION



8 pages, 164 words

Genre: Fiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wide variety of spelling patterns
- use high frequency words as markers
- use context, background knowledge and vocabulary knowledge to read unknown words
- read varied sentences fluently, with expression and stamina
- read and comprehend dialogue in various formats

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- many line breaks match phrase or sentence breaks

High-frequency words:

- *a, can, you, me, is, I, to, and, the, have, of, so, will, it, some, my, they, here*

Phonics:

- long vowel digraph "ee" (sheep, keep, need)

Common Core 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, RL.1.10

ELL/ESL

Borreguita negra

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Guided Reading with

Black Sheep

Guided Reading Level: G

DRA Level: 12

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

Overview: It is almost winter. Read this story to find out how a black sheep helps this boy prepare for the cold.

Getting Ready to Read

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

- How do you get ready for a new season to start? How could the clothes you need be different for different seasons?
- What clothing do you need to be warm outdoors during a cold winter?

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

- Hold the book. Call children's attention to the title. Read: "*Black Sheep*"
- Ask if anyone has heard the nursery rhyme "Baa Baa Black Sheep." Discuss the words or play a recording of it. Explain that the book is not the same as the nursery rhyme but does have some similarities. Talk briefly about what "wool" is and how it might be used.
- Ask children to predict who might be in the book and what they might do.
- Show the back cover and read the copy. Have children predict how the sheep will help the boy get ready for winter.



- 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 describe what each page 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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may know.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that both makes sense in the sentence and fits with the letter sounds written.

4. Be aware of the following text features:

- The book contains the familiar words: a, can, you, me, is, I, to, and, the, have, of, so, will, it, some, my, they, here.
- The text includes dialogue back and forth between a boy and a sheep about using wool to make winter clothes.
- Content-specific vocabulary words and phrases include: winter, warm, wool, sweater, scarf, "pair of mittens."

Reading the Book

1. Set a purpose by telling children to read the book to find out how the black sheep helps the boy get ready for winter.

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:

Encourage children to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may know. Additionally students can try rereading the sentence and looking at the picture to make sense of the print. Encourage children to cross-check their attempts with phonetic information.



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.
- 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 how the sheep helped the boy get ready for winter.

2. Ask questions like:

- •What did the boy say to the sheep?

- How did the sheep reply to his requests?
- What did the boy do with the wool? How do you think he made the sweater, scarf and mittens?
- How do you think the boy felt once winter came? What did he say to the sheep?
- What can the boy do to show appreciation for the sheep? What could the boy offer the sheep in return for this help and these gifts?

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 students work in pairs to read the book aloud as a short performance, with one partner playing the boy and the other playing the sheep. (Use removable tape to cover up, "says the boy," and "and the sheep replies" in the text if you wish.)

Create sentence frames on pocket chart strips mimicking the structure of the dialogue from the text. ("_____, can you help me? I need____."/"I have ____ and I will give you some. You can ____.") Insert students' names asking each other for help with items they need and practice reading the dialogue aloud with different variations, realistic or silly.



List and practice reading words that include the long vowel digraph “ee” starting with examples from the book (sheep, need, keep.) Talk about other ways to write the long e sound and sort words into logical groups.

Use a Venn diagram to compare the book to the traditional nursery rhyme. As an extension, read other traditional nursery rhymes and collaboratively or independently, write stories related to the events they suggest, focusing on including dialogue between two characters similar to the book format. (Examples: A spider asking Miss Muffet for tastes of her breakfast items, a customer asking the Pat-a-Cake baker to make different items, two friends rowing a boat down a stream talking about going to different places.)

Pair this story with the read aloud *Maya’s Blanket/ La manta de Maya* (<https://www.leeandlow.com/books/maya-s-blanket-la-manta-de-maya>). Discuss how Maya comes up with new ways to repurpose the same piece of cloth to help her.

Science: Help students research the question, “Why does wool keep us warm?”

Work with your public librarian or school librarian to create a text set on sheep and goats. What ways do people use sheep wool? What else do people rely on sheep and goats for?

Bring in different pieces of cloth: cotton, wool, silk, leather, and technical or synthetic ware. Encourage students to make a hypothesis about how each will feel and what type of weather it would be useful in. Let students touch each piece and look at pictures of people wearing these materials. Discuss how we can adapt our clothing to weather and seasons.

Social Studies: Brainstorm a list of ways to use wool. Look at photos of examples of wool items from different cultures/traditions.

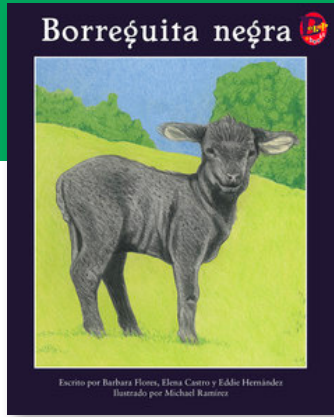
Learn more about the sheep shearing and wool preparation process via video or informational text. Use shared or interactive writing to create a sequenced informational text, such as, “From Sheep to Sweater.”

Study a world map to talk about which places experience a cold winter and which don’t. Talk about the different timing of the winter season depending on location.

Art: Have students use scraps of yarn and glue to create yarn picture art. (See <https://happyhooligans.ca/yarn-painting-for-kids/> for sample directions.)

Pair students with a classmate and encourage them to take turns interviewing each other about a transition in their lives (moving, changing grades, starting a new school). What were they excited about? What were they sad about? What advice do they have for Julia. Let volunteers share what they learned from their partners.

Music: As a fluency exercise, try singing some of the words from the book to the tune of “Baa, Baa, Black Sheep.” (Use removable tape to cover up, “says the boy,” and “and the sheep replies” in the text if you wish.) The text won’t quite work with the tune, but you can get close!



Guided Reading Level: G
DRA Level: 12

Guided Reading with **Borreguita Negra**

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 & Verb Support

The following nouns are clothing items or things that are necessary to make the clothing: suéter, bufanda, mitones, lana, borreguita

Print the following clothing items on individual index word cards. Cover the text from the story and have students match the nouns with their corresponding illustration. If possible, have students identify the clothing items that have descriptor words/adjectives. How does that help them visualize the clothing item?

The following action verbs that are used to make the clothing items and why they need the clothing items, along with the sheep's response: quiero, voy, dar, puedes, hacerte, tengo, hacer, viene, contesta, mantienen, llego. Have students identify the verbs in the story that the boy used to ask for the sheep's wool for clothing. Then, afterwards, have students use those same words to make sentences of their own about something that they've used in their own life to make clothing.

For students engaging with both English and Spanish texts, have students note that there are questions used throughout the story. In Spanish, the question marks 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.

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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.

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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