

Guided Reading with

IN MY HOUSE

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

8 pages, 51 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts simple ideas through text and illustrations
- short, predictable sentences
- line breaks match text phrasing
- text is similar to oral language
- familiar content close to many children's experiences

High-frequency Words:

in, my, there, is, a, an, this, I, here

Phonics

- words ending in -ing

National Standards:

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

ELL/ESL

Donde vivo yo

[See back page](#)

Getting Ready to Read

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

- What rooms might be in a house?
- What things do people do in each room?

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

- Hold the book. Call children's attention to the title. Read: *In My House*
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to predict what kinds of bugs will be in the garden and which ones might look scary.
- 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 notice what insect is in each picture.

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: In, my, there, is, a, an, this, I, here
- The book contains one sentence per page with the pattern "In my house, there is a _____." The last page is different.
- The last page contains an exclamation point.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what is in the boy's house.

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 make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what part of the house each page is about.



After the First Reading

1. Have children confirm their predictions about the story.
2. Ask questions like:
 - Which rooms were in the boy's house?
 - What did he do in each room?
 - When the boy is in his bedroom, is he being safe?
 - How is the boy's house the same as where you live? How is it different?
 - Do all houses have these rooms? How might houses be different from each other?
 - What are other types of places people can live in? (apartment, bungalow, cabin, adobe, dorm, mansion, mobile home, so on)

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: Show a simple cross section of a house. Put sentences from the book on sticky notes and have students work together to add them to appropriate places

on the picture.

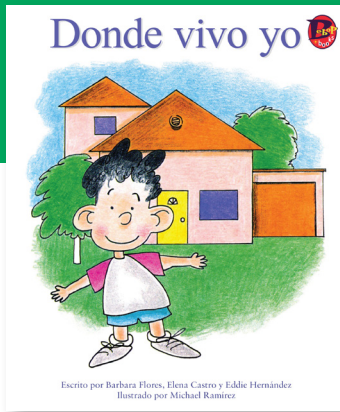
Create a class book or chart about rooms in your school using the same text pattern as the book. For instance, "In my school, there is a cafeteria."

Have students create their own books about their homes. Provide sentence frames that read, "In my house there is a _____" or "In my home, there is a _____," if students live in different types of dwellings.

Play charades. Hold up word cards for the different rooms in the story. Have students read the words and act out something they might do in that room.

Social Studies: Show students different examples of how buildings can be drawn on paper, including cross sections and birds-eye view maps. Have each student choose a strategy to create a map of his or her home and label the different parts.

Have students read, or read aloud, books about homes in different cultures, such as *This is My Home* (<https://www.leeandlow.com/books/this-is-my-home>). Compare and contrast other types of homes to the house in the book.



Guided Reading with **DONDE VIVO YO**

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.

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Noun Support: The following rooms typically found in homes are listed in the story: una sala, una cocina, un comedor, un baño, una recámara, un ático

Print the illustrations of the rooms on cards. Then, print the names of the rooms on cards. Have students sort the illustrations with the correct words.

Have students sort the names of the rooms under their respective article: un/una.

Un: baño, ático

Una: sala, cocina, recámara

Ask students to notice any similarities amongst the words once sorted underneath the appropriate heading. What common letter do the words under “una” have at the end? What about “un?”

Verb Support: Ask students to notice who is telling the story (Donde vivo yo, hay una sala). How would the sentences change if you were describing where a boy or girl lived (Donde viva ella, hay una sala).

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.

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.

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