

Guided Reading with

## LET'S MAKE A TOSTADA

Guided Reading Level: G

DRA Level: 12

Intervention Level: 11

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Page number: 8, Word Count: 72

**Genre:** Nonfiction

### 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
- recognize previously solved words when encountered again later in the text
- pause at commas and keep reading longer sentences
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words
- read words with -ed endings

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text follows a clear sequence
- text includes some repetitive phrasing

### High-frequency Words:

here, is, how, I, a, some, on, the, and, have, to

### Phonics

- vowel digraph: ea

### National Standards:

- RE.1.1, RE.1.2, RE.1.3, RE.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

Vamos hacer una tostada

**Overview:** A boy shows how to make a delicious snack—a tostada!

## Getting Ready to Read

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

- Do you ever make your own food? What's something you know how to make? How do you make it?
- When you explain how to do something, what are some words you might use to tell the steps in order?
- Have you had a tostada? Did you like it? Do you know anything about how to make one?

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

- Hold the book. Call children's attention to the title. Read: "Let's Make a Tostada."
- Ask children to predict what ingredients the boy in the book will use to make a tostada.
- Show the back cover and read the copy. Ask children to predict some of the steps for making a tostada.
- 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 tell what the boy is doing in each photo as they turn each page.

### 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: here, are, to, the, is, on, and. It also contains the sequential words first, second, third, fourth, fifth and finally.
- Each page includes a sentence with, "First (second, third, etc. I put some \_\_\_\_ on the \_\_\_\_." Each subsequent step references the ingredient from the previous page.
- The text describes each ingredient with an adjective (crisp, mashed, cooked, shredded, chopped, grated, spicy).

### Reading the Book

#### 1. Set a purpose by telling children to read the book to find out about how to make a tostada.

**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 how the ideas are presented in sequence. Ask students to think about what makes sense based on the sequence of steps.
- 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 to make a tostada.



## 2. Ask questions like:

- Who is telling this story? How do you know?
- What ingredients do you need for a tostada?
- What do you do first? Second? Third? Fourth? Fifth? Last?
- How do you get the ingredients ready before adding each one to the tostada? Which words in the book help you know?
- Does this book make you want to try making a tostada? Why or why not?
- How does this boy feel about the tostada?
- Which part of the process do you think he had adult help?
- Why is a tostada a great recipe for young people?
- Compare the tostada to another food. For example, how is it similar to or different from a burrito? A sandwich? A pizza?
- Which meal(s) do you think people eat tostadas? Why?
- What do you think would happen if you did the recipe in a different order? What would happen if you put the smashed beans on at the end? What do you think would happen if you used a soft tortilla instead? Why is it a good idea to use a crisp tortilla?

## 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 steps 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.

Use the structure of the book to write a different recipe or set of directions as a group.

Photograph children completing each step of a cooking project. Ask students to write directions to go with each photo using language similar to the book.

List the adjectives from the book with –ed endings. Sort them based on how the –ed ending is pronounced. Brainstorm other examples for each category.

Encourage children to write about a time they made a dish or helped a family member make a dish. What was the occasion or meal? What could they do on their own? What did they need help with? How did cooking make them feel?

Let children design their own tostada recipe. What ingredients would they add or change? What would a dessert tostada look like? Children can sketch their personalized tostada to accompany their description.

Have children read, or read aloud, other books about preparing a food step-by-step, such as *The Tamales* (<https://www.leeandlow.com/books/the-tamales>), *Where on Earth Is My Bagel?* (<https://www.leeandlow.com/books/where-on-earth-is-my-bagel>), or *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>). Discuss connections between texts.

**Mathematics:** Have children survey classmates or school adults about their favorite snacks. Have each student pick one person to interview and write down the steps for making the snack using sequential language.

**Social Studies:** Read and learn about other Mexican food traditions or food traditions in other cultures. Write directions for preparing another dish you learn about using a similar structure to the book.

**Art:** Have children create “tostadas” using paper plates and collage materials that match the steps described in the book (e.g., a felt or paper tortilla, brown paint for beans, packing peanuts colored brown for meat, colored paper scraps for lettuce, tomatoes, and cheese).



## Vamos hacer una tostada



Escrito por Barbara Flores, Elena Castro y Eddie Hernandez

*Guided Reading Level: G*  
*DRA Level: 12*  
*Intervention Level: 11*

## Guided Reading with **VAMOS HACER UNA TOSTADA**

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 Englishspeaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Noun Support:** The following ingredients for making a tostada are listed in the story: una tortilla, los frijoles machacados, la carne

cocida, tiras de lechuga, el tomate cortado, el queso rallado

Print the illustrations from the story (without the text) and then write the ingredients on individual word cards. Have students match the ingredients to their corresponding illustration.

Work with students on ordinal and sequential words. Print the different ordinal words from the story on cards: primero, segundo, tercero, cuarto, quinto, por último. Show students the illustrations from the story (without the text) in a non-chronological order. Then, have students match the illustrations to the corresponding ordinal word.

Afterwards, take away the illustrations and then present students with both the ordinal and sequential word cards and the ingredients word cards. Have students match the appropriate ordinal/sequential term with the correct ingredient.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory sentence 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.

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.

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

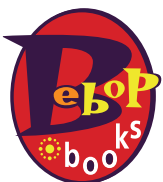
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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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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