

Guided Reading with

My Dolls

Guided Reading Level: I
DRA Level: 16

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

Overview: This girl has four little dolls. Read this book to find out what makes each one special.

8 pages, 150 words

Genre: Realistic 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, including content-specific vocabulary, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use context and illustrations to understand unfamiliar vocabulary

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats

High-frequency words:

- *I, have, a, in, my, the, she, and, her, to, with*

Phonics:

- vowel digraph ai

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

ELL/ESL

Mis muñecas

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Getting Ready to Read

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

- Do you collect anything? Where do you get the things for your collection? What's special about them?
- Why do you think people enjoy collecting things? How might people feel about their collections?
- What do you know about dolls? What are some different details dolls might have? (Perhaps think about this from head to toe.)

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

- Hold the book. Call children's attention to the title. Read: "*My Dolls.*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict what will be some of the special things about the girl's dolls.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures.
- Ask them to describe each doll they see. Explain any vocabulary you think is appropriate to pre-teach.



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 for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words, including I have, a, in, my, the, she, and, her, to, with. It also includes the family vocabulary grandma, dad, brother and auntie and the color words blue, yellow, brown, green, black, orange and red.
- Content-specific or potentially unfamiliar vocabulary words include: bow, “puffy sleeves,” braids, bonnet, bangs, bib, attached, wavy.
- Each page includes five sentences with consistent phrasing to describe one of the girl’s dolls.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as

children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read the book to find out what makes each of the girl’s dolls special.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

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

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- How are they dealing with conversations in the text
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?



- Do they react to the text even though they are reading silently?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

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 or sound chunk 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.
- Model how to use the repeating patterns in the text to solve words and read fluently

After the First Reading

1. Have children confirm their predictions and talk about the descriptions of the dolls in the book.

2. Ask questions like:

- Who gave the girl her dolls?
- What different details did she describe about each doll?
- Describe the doll from her grandma [dad, brother, auntie].
- What are differences between dolls and real people? If the dolls were real people, what else would you expect to be included in descriptions of them?
- Why do you think these dolls are special to the little girl?
- Why do you think each of these people gave her a doll?
- How do you think the girl plays with the dolls? What could she do with them?
- What advice do you have for the girl on taking care of her dolls?



- Do you have a collection of something? Did you collect it yourself or get help?
- Do you think dolls or action figures are popular today among young people? Why or why not? How have digital content changed how young people spend their time?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Have students refer to the text to make a set of paper dolls to use for performing the book aloud. Talk about using text evidence to confirm the various features.

Have students write their own "My ____" books to describe a collection of items important to them. Talk about questions to answer about each item, using the book as a model (e.g. "What is it? What does it look like? Who gave it to you? What makes it special? How do you feel about?")

List the words with the vowel digraph ai from the book (hair, braids, straight) and brainstorm or list other examples. Practice reading and writing these words in sentences.

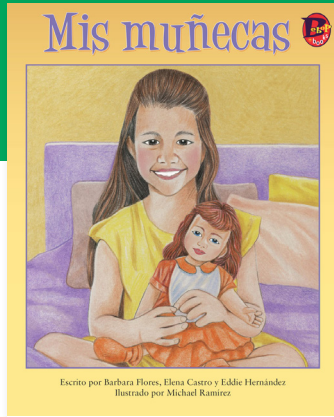
Have students read, or read aloud, other stories about dolls, such as *Elizabeth's Doll* (<https://www.leeandlow.com/books/elizabeti-s-doll-bebop>). Make connections between texts. Talk about the various reasons dolls may be important to children.

Science: Use the format of this book to help students write scientific observations of items. Talk about what kind of information would and would not be included in a science observation vs. a story book. Provide small collections of items (e.g., rocks, leaves, shells) for students to draw, label and describe in writing.

Writing: Encourage students to argue in a written response: Do you think dolls or action figures are popular today among young people? Why or why not?

Social Studies: Read books or view online content to learn more about dolls around the world. Orally or in writing, describe pictures of diverse dolls. Consider showing a timeline of dolls and children's playthings—how have dolls changed across generations and cultures? What kinds of dolls are popular today?

Art: Experiment with simple techniques for making a simple doll, such as a wooden clothespin person. Have students write about the details they chose to include.



Guided Reading with **Mis muñecas**

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.

Guided Reading Level: H
DRA Level: 14

Noun & Adjective Support

The following are different body parts or articles of clothing that the girl describes: vestido (x3); pelo (x3); ojos (x3); mangas; trenzas; una sonrisa; un gorrito; un babero

The following are adjectives that the girl uses to describe the different features of her dolls: azul; corto; de color café (x2); muy grandes; amarillo; grandes; acampanadas; largas; grande; de verde; grandes; de color negro; lacio; de anaranjado; rojo; rizado; azules; brillantes

Print the different body parts and articles of clothing on individual index cards. Present students with the illustrations from the story with the text covered. Then, print the different adjectives and descriptor words on individual index word cards. Have students match the appropriate body part or article of clothing with the adjectives that the girl uses from the story. Students can also pay attention to the singular or plural version of the noun in order to match the correct adjective.

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.

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