



Guided Reading with

MOMS AT WORK

Guided Reading Level: D

DRA Level: 4

Intervention Level: 5

*by Barbara Flores, Elena Castro, and
Eddie Hernandez*

illustrated by Michael Ramirez

Page number: 8, Word Count: 78

Genre: Nonfiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- look at each part or syllable of a longer word to read it
- check sentence agreement for a vs. an

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- includes short sentences and predictable text
- line breaks match sentence breaks

High-frequency Words:

this, is, a, she, in, her, an, all, these, very

Phonics

- Multi-syllable words (e.g., teacher, doctor, office, architect, hospital, super-market)

National Standards:

- RE.K.1 (a–d), RE.K.3 (a, c), RE.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

Las mamás trabajan See back page

Overview: Moms do many different kinds of work. This book tells about some of the jobs moms have.

Getting Ready to Read

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

- What are some jobs that moms or other adults might have?
- Where do people do those jobs?

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

- Hold the book. Call children’s attention to the title. Read: “Moms at Work.”
- Ask children to predict where the moms in the book might work.
- Show the back cover and read the copy. Ask children to predict what jobs the moms in the book will have.
- 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 job each picture 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 look at the pictures and the beginning sound of the word, blend all the sounds in a word, or break a longer word into parts to read it.

4. Be aware of the following text features:

- The book contains familiar words: I, a, in, the, my, like, this, we, are
- The book contains topic-specific vocabulary words including: teacher/school, doctor/hospital, writer/home, cashier/supermarket, farm worker/orange grove, architect/office, server/restaurant.
- Each page says, "This mom is a _____. She works _____."
- The last page has three sentences and includes an exclamation point.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what jobs the moms in the book do.

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 they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?

- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the text and previous experiences?
- Are they asking questions about the content?

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 information presented, including the topic-specific vocabulary.
- 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.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what jobs the moms did.

2. Ask questions like:

- What different jobs did the moms do?
- Where did the moms work?
- What does a [job title] do at work?
- What does it mean to “work very hard?” How can you tell all the moms in the book work very hard?
- If you were to add more pages to the story, what other jobs do moms do in the community?

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: Provide children with some of the

sentences from the book to cut out, read, and match to illustrations of the jobs depicted.

Write the job titles and workplaces on cards. Have children match jobs to workplaces. Brainstorm other jobs and workplaces and include them in the activity.

Sort words from the book by number of syllables. For some of the words, notice how letter sounds are used to represent each syllable.

Discuss rules for using “a” vs. “an.” Brainstorm a list of nouns and practice determining which article to use.

Read aloud books related to jobs such as *Quinito’s Neighborhood/El Vecindario de Quinito* (<https://www.leeandlow.com/books/quinito-s-neighborhood-el-vecindario-de-quinito>) or *My Teacher Can Teach.. Anyone!* (<https://www.leeandlow.com/books/my-teacher-can-teach-anyone>). Discuss connections between texts.

Social Studies: Learn more about the responsibilities of various jobs, starting with those listed in the book. Compile information gathered on a class chart.

Have children brainstorm items needed for various jobs. Work together to gather or create props and use them for pretend play.

Discuss how each of these jobs featured in the story helps the community.

Invite parents and caregivers to come into the class and share about the work or volunteering they do inside or outside the home. Come up with a list of questions with children to ask the guests and create a thank you card for them to share afterward.



Guided Reading Level: D
DRA Level: 4
Intervention Level: 5

Guided Reading with

LAS MAMÁS TRABAJAN

Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

Noun Support: The following mothers’ professions are listed in the story: una maestra, una doctora, una escritora, una cajera, una campesina, una arquitecta, una mesera

The following locations where the mothers work are listed in the story: una escuela, un hospital, su casa, un supermercado, un narajnal, una oficina, un restaurante

Print the illustrations from the story and the mothers’ professions and locations where they work on separate word cards. Then, have students match the professions and locations to the corresponding illustrations.

To build word knowledge, take away the illustrations and shuffle the word cards with the mothers’ professions and locations. Have students match which profession goes with which location, and have them state the words out loud.

Verb Support: Provide students with sentence frames that are from the story, but then have them fill in the blanks with different people from their own lives and where they work: e.g.: Mi _____ es _____. _____ trabaja en un/una _____. Students can use people or places from their everyday lives and experiences.

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.

INT. (Intervention) Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

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.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



For more information about Bebop Books, please contact:

Abraham Barretto, Vice President of Educational Sales Bebop Books

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com