



Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

MY DAY

Guided Reading: F

DRA: 10

Intervention: 9

written by Barbara Flores, Elena Castro and Eddie Hernandez

photographs by Mike Castro

8 pages, 90 words

Genre:

Nonfiction

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

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
- familiar content close to many children's experiences

High-frequency Words:

this, is, my, at, in, the, to, go, do, and, then

Phonics:

- vowel sounds: short i vs. long i, short o vs. long o

National Standards:

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

ELL/ESL

Mi día

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Getting Ready to Read

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

- What time do you leave for school in the morning? What time do you have lunch at school?
- What do you do after school and in the evening? At what time do you do those things?

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

- Hold the book. Call children's attention to the title. Read: *My Day*.
- Ask children to predict what the girl will do in the morning, in the afternoon, and at night.
- Show the back cover and read the copy.
- Have children predict some words they might read in the story, especially words to describe times of day.
- Give children the book and have them look at the pictures. Ask them to notice what the girl is doing on each page. Call their attention to the clocks on each page and explain how to tell what time they say.

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: this, is, my, at, in, the, to, go, do, and, then. It also contains the number words eight, ten, twelve, three, four and time words morning, afternoon, night, and o'clock.
- Each page describes something a girl does at a particular time of day, from waking up to going to bed.
- As the girl goes about her day, there is a picture of a clock in the upper righthand side of each photograph. The clock changes with each activity.
- The following compound words are used: afternoon and homework.

Reading the Book

1. Set purpose by telling children to read the book to find out what the girl does at different times of day.

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 a typical day.
- 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 what the girl did at different times of day.

2. Ask questions like:

- Who is telling the story? How do you know?
- How do you know when the girl is doing each activity?
- What did the girl do in the morning? What did she do in the afternoon? What did she do at night?
- What can you learn about the girl based on her description of her day?
- How is the girl's day the same or different than your typical day?
- Which activities do you think the girl gets help with?
- Which activities help her grow her mind and body?
- What do you like to do before you go to sleep?
- What bedtime story do you recommend she try the next day?

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 girl's day

using simple props as they read.

Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting different parts of the girl's day.

Have children use the structure of the book to write books about their own days. Provide children with a place to record their schedule for one day. Then using their record, children can write about what a typical day looks like for them.

Read aloud or have children read other books that describe a child's day, such as *Quinito, Day and Night/Quinito, dia y noche* (<https://www.leeandlow.com/books/quinito-day-and-night-quinito-dia-y-noche>) or *Elizabeth's School* (<https://www.leeandlow.com/books/elizabeti-s-school>). Discuss connections between texts.

Label a three-column chart with "Morning," "Afternoon," and "Night." Starting with the activities from the book, list typical things to do at each time of day using shared or interactive writing. Brainstorm additional ideas.

Mathematics: Use this book as a springboard to learn more about telling time to the hour. Have children match pictures and/or words from the book to appropriate clock times. Add additional activities and times.

Have children survey classmates or school adults about what they do at different times of day from a set of choices, or about what time they do a specific thing, such as wake up or eat dinner. Have children communicate their findings in pictures, numbers, or words.

Social Studies: Read other books or view online content to learn more about the typical days of children around the world. Compare and contrast examples of different children's days.

Physical Education: Play a classic playground game that includes time vocabulary like "What Time Is It, Mr. Wolf?" Display word cards with the written times instead of calling out for children to practice reading them.



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Guided Reading with **MI DÍA**

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. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Noun & Time Telling Support: Print the different times that are mentioned in the story on word cards: a las ocho, a las diez, de medio día, a las tres, a las cuatro, a las seis, a las ocho

Then, print the different indicators of the time of day on separate word cards (de la mañana x 2, de la tarde x 3, de la noche x 1).

Show students the photographs from the story without the text. Then, have students match each time with its indicator to their corresponding illustrations.

Verb Support: The following actions that the child does throughout the day are listed in the story: ir a la escuela; jugar durante el recreo; almorzar en la cafetería; ir a la casa; hacer mi tarea; hora de cenar.

Print the illustrations from the story without the text. Then, write the different verbs (and the corresponding phrases) on word cards. Have students match the following phrase with the appropriate illustration.

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.

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.

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