

Guided Reading with **MY FUSSY KITTEN**

Guided Reading: D

DRA: 4

Intervention: 5

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Mary Ramirez-Greene

Overview: Some pets can be very fussy. This story tells about all the things one fussy kitten likes to do.

8 pages, 71 words

Genre:

Realistic Fiction

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
- read longer sentences fluently and with stamina

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- repetitive text

High-frequency Words:

my, its, with, a, from, on, when, come, and, me

Phonics:

- vowel sounds: short i

National Standards:

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

ELL/ESL

Mi gatito mimado

See back page

Getting Ready to Read

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

- What does “fussy” mean? (Give “a fussy eater” as an example.)
- Do you know any fussy people or animals? What are they fussy about?

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

- Hold the book. Call children’s attention to the title. Read: *My Fussy Kitten*.
- Ask children to predict what the kitten might like and dislike.
- Show the back cover and read the copy. Ask children to predict how the kitten will be fussy.
- 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 each picture shows the kitten doing.

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: my, its, with, a, from, on, when, come, and, me
- The book contains topic-specific vocabulary words including: kibble, yarn
- Each page says, "My fussy kitten only..." 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 the fussy kitten likes to 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 the fussy kitten did.

2. Ask questions like:

- What did the kitten like to eat and drink? How did it eat and drink? Why is that



fussy?

- Who is telling the story? How do you know?
- What did the kitten like to do? Why is that fussy?
- Do you think there's anything the girl likes about her kitten being fussy? What?
- Fussy means hard to please and particular about one's needs. How is the kitten fussy?
- How does this kitten compare to a cat or dog you have had or visited?
- How is this kitten unique from other cats? How is the kitten similar to other cats?
- What is hard about being a pet owner? What is great about it?
- What makes someone a good pet owner?
- What does the kitten need to be safe and healthy in the girl's home?
- What advice do you have for the girl? Why?
- Would you want this kitten to be your pet? Why or why not?
- Is there anything you feel fussy about sometimes? (Example: I like to eat my cereal only in a certain blue bowl, etc.)
- Is being fussy a good thing or bad thing? Why do you think so? When might it be helpful? When might it be a problem?

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.

Have children turn the book into a short performance, using a stuffed animal or puppet kitten and simple props.

Use this book as a springboard to talk about character descriptions. On a chart, write "fussy" and list evidence showing the kitten was fussy. As you read other books, write other adjectives and evidence to describe the characters.

Have children read or read aloud books related to pets such as *My Puppy Chata* (<https://www.leeandlow.com/books/my-puppy-chata>) or *Marisol McDonald Doesn't Match/Marisol McDonald no combina* (<https://www.leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina>). Discuss connections between texts.

Read additional stories about cats and their personalities, such as *Big Cats, Little Cats* (<https://www.leeandlow.com/books/big-cats-little-cats>) or *Maneki Neko: The Tale of the Beckoning Cat* (<https://www.leeandlow.com/books/maneki-neko>) or *The Three Lucys* (<https://www.leeandlow.com/books/the-three-lucys>). Discuss connections between texts.

Science: Read nonfiction books or view web content to learn more about cats. Compile information gathered on a chart divided into categories inspired by the book (e.g., Food/Drink, Playtime, Habits).



BEBOP CLASSROOM CONNECTION



Guided Reading: D
EDL/DRA: 4
Intervention: 5

Guided Reading with **MI GATITO MIMADO**

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 Support: The following objects from the story that the cat engages with are listed: avena, bol, cojín, calcetín, estambre, taburete

Print the objects on word cards and the illustrations from the story. Have students match the word cards with the corresponding illustration.

Then, have students match the objects with the corresponding verbs in the Verb Support section of this guide. What objects go with each of the cat’s actions?

Verb Support: The cat performs the following actions during the story: come, bebe, duerme, juega, le gusta jugar, sube

Print these verbs on word cards. Then, have students match the verb with corresponding illustration from the story. To work on word knowledge, take away the illustrations and have students match the object word cards with the action word cards from the story.

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.

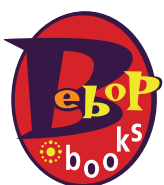
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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Abraham Barretto, Vice President of Educational Sales Bebop Books

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

abarretto@leeandlow.com