

8 pages, 56 words

Genre:

Realistic Fiction

Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- repetitive text
- book depicts a simple story through text and illustrations

High-frequency Words:

and, her, play, have, of, when, they

Phonics:

- consonant blends: br, fr
- consonant digraphs: th, sh

National Standards:

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

ELL/ESL

Rosa y sus amigos See back page

Guided Reading with

ROSA AND HER FRIENDS

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

Overview: Read this book to find out what Rosa and her friends like to do together.

Getting Ready to Read

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

- What do you like to play with your friends?
- What games might kids might play together outdoors?

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

- Hold the book. Call children’s attention to the title. Read: *Rosa and Her Friends*.
- Ask children to predict what the book might say about Rosa and her friends.
- Show the back cover and read the copy. Predict what Rosa and her friends like to play together.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them what the kids are doing in each picture. Talk about any activities that are unfamiliar to students.

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.



- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: and, her, play, have, of, when, they
- The book contains one sentence per page that follows the pattern, "Rosa and her friends play _____ together. The last page is different.

Reading the Book

1. Set a purpose by telling children to read the book to find out what Rosa and her friends like to do together.

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 the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an

unfamiliar or unknown word?

- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

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, known parts of the word, or say all the sounds in the word to read it.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the friends like to do together.

After the First Reading

1. Have children confirm their predictions and talk about what Rosa and her friends did.

2. Ask questions like:

- What did Rosa and her friends like to



do together?

- What was the same about all the activities in the book? What was different?
- What do the things they like tell you about Rosa and her friends?
- When do they play these activities?
- Which of these activities have you tried? Which do you enjoy? Why?
- Can any of these activities be played by yourself? Why are these better to do with friends?
- What other activities would you recommend Rosa and her friends try? Why?
- How does Rosa and her friends take turns?

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 match picture cards showing activities from the story with words (e.g., four square, jump, soccer, hide-and-seek, tag, climb.) Talk about using letter sounds to read the words.

Have children turn the book into a short performance, reading the text and taking turns acting out activities mentioned.

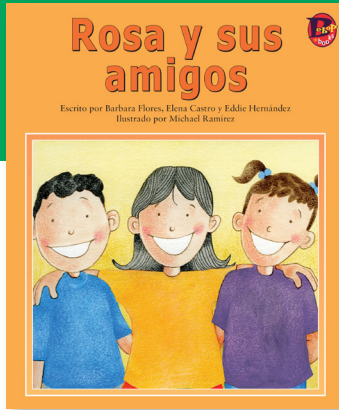
Have children read or read aloud other books about friends playing together, such as *I Play Soccer?* (<https://www.leeandlow.com/books/i-play-soccer>) or *Want To Play?* (<https://www.leeandlow.com/books/want-to-play>). Discuss connections between texts.

Brainstorm a list of things children enjoy playing together. Have them create their own books following the text pattern. Provide blank pages with the sentence frames, "My friends and I play _____ together."

Mathematics: Have children survey classmates about which of the activities from the book they like best. Ask them to represent their findings in numbers and words or as a chart or pictures.

Social Studies: Have children survey classmates about which of the activities from the book they like best. Ask them to represent their findings in numbers and words or as a chart or pictures.

Physical Education: Try out some of the activities listed in the book.



Guided Reading with **ROSA Y SUS AMIGOS**

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.

Guided Reading: C
EDL/DRA: 3
Intervention: 3

Noun Support: The following playground activities are listed in the story: (juegan) a la pelota, (juegan) a la cuerda, (juegan) al fútbol, (juegan) a las escondidas, (juegan) a la roña
Print the illustrations from the story. Then, write the names of the games on word cards. Have students match the word cards with the appropriate illustration from the story.

Verb Support: Ask students to notice what word has to come before each of the activities: juegan. Have students think of other action words that are associated with going to the park or a playground.

To have students think about verb conjugation with singular and plural subjects, ask students what the sentences would look like if it was just Rosa who was playing. How would they change? (juegan to juega).

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement 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 difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

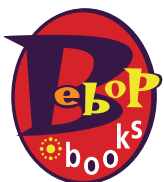
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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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