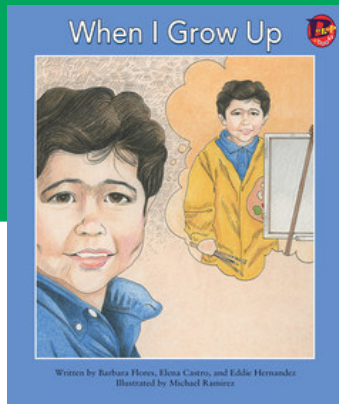




BEBOP CLASSROOM CONNECTION



8 pages, 290 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 wider 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 text and illustrations to visualize information presented
- use background and vocabulary knowledge to help read and comprehend unknown words

Supportive Text Features:

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

Phonics:

- compare words with long vowel sounds spelled with silent e and words with long vowel sounds spelled with long vowel digraphs (e.g., take, flies, arrive, planes, safely, care, share, crimes, shapes, communicate, safe, States vs. keep, teaches, clean, teeth, teacher, paintings, leader, peaceful)

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8

ELL/ESL

Cuando sea grande

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Guided Reading with

When I Grow Up

Guided Reading Level: J

DRA Level: 18

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

Overview: What do you want to be when you grow up?

Read this book to find out about some of the jobs you might have.

Getting Ready to Read

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

- What do you hope to be when you grow up?
- What does a person with that job do?
- Why are you interested in that job?
- What are some other jobs kids dream of having or jobs adults you know have?

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

- Hold the book. Call children's attention to the title. Read: "When I Grow Up."
- 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 if they think the book will be fiction or nonfiction and why they think that.
- 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 notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read.



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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may know.
- 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. Encourage children to return to the word after completing the sentence or section.
- 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 the job words dentist, pilot, doctor, teacher, police officer, artist, president, as well as a wide variety of high frequency words.
- Content-specific or more challenging vocabulary words include: transport, products, citizens, prevent, enforces, communicate, government, peaceful
- The book is an informational text, with information about a different occupation on each page. Each page starts with "When I grow up, I want to be..." and describes what that person does. Each page ends with "That is why I want to be ____."

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading

at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children 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 about some of the jobs kids might grow up to have.

2. Have children read the book 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 book about?" or "Tell me how the book 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 monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- 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? Do they laugh? smile? frown?
- 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 try to sound out the word?" "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 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.
- 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 the information shared in the book.

2. Ask questions like:

- Which jobs did this book describe?
- What did the book say a [profession] does?
- Were any of the jobs similar? How?
- Which job from the book would you like to know more about? Why?
- If you'd written this book, would you have included any other examples of jobs? Why?



Which ones? What would you say about them?

- Why do you think the authors wanted to share this book with kids? Why is it helpful for kids to learn about different jobs?

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: Beginning with the words "take" and "keep," look for words in the book that either use silent e or a vowel digraph to spell a long vowel sound. Sort the words into the appropriate categories. Brainstorm other words that fit into each category.

Have students summarize the book content using a

two column chart, listing each job on one side and what someone with that job does on the other.

Have students use the same text structure to create additional pages for the book about other jobs and what people in those jobs do.

Review some of the more challenging vocabulary from the book (e.g., transport, products, citizens, prevent, enforces, communicate, government, peaceful). Help students practice inferring word meanings using evidence from the text and illustrations. Use additional strategies to help students build an understanding of the words across different contexts, such as creating concept webs or sketching example uses/situations in which each word applies.

Mathematics: Have students generate survey questions for classmates related to the information presented in the book. For instance, "Do you want to be a pilot? Yes/No/I'm not sure." Have students represent their findings visually and in writing.

Take a class poll of different types of jobs they might want to try when they grow up. Display results in a bar graph and pie graph.

Social Studies: As a group, or with students in pairs, choose two jobs from the book and compare them using a Venn diagram. Start by including the information shared in the text. Then, have students add other information about each job from their background knowledge or additional research.

Together, in pairs, or individually, have students choose a job mentioned in the book to learn about



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in more detail. Encourage kids to learn about how someone would become qualified for that job.

Have students choose a job from the book and generate interview questions for someone who holds that job. If possible, find an opportunity for them to conduct the interview virtually or in person.

Have each student choose a job not included in the book. Have them write about what someone with that job does, how someone would become qualified for that job, and state why they think that job is important for kids to know about. Talk specifically about your location; are there jobs that are important for kids to know about because they are prevalent in or essential to your particular community?

Create a text set showcasing a range of jobs and community helpers, include a mix of fiction and nonfiction across reading levels. Let students explore what types of jobs people do in our community

Art: Have students draw or paint portraits of themselves as adults doing a job that interests them. Have them label their portraits using the sentence frames, "When I grow up, I want to be _____. A _____ [what that job does.]



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Guided Reading Level: J
DRA Level: 18

Guided Reading with **Quando sea grande**

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.

Noun & Verb Support

The following nouns are the different professions that the character wants to be when they grow older and the nouns associated with the profession: dentista, dientes, piloto, aviones, doctora, medicinas, maestro, los niños, ciudadanos, policía, el crimen, las leyes, artista, colores, figuras, pinturas, presidenta, gobierno,

Print the names of the professions on individual index word cards. Cover the text from the story and have students match the nouns with their corresponding illustration. If possible, have students identify the professions that have descriptor words/adjectives. How does that help them further understand the profession?

The following verb phrase is used to describe what the children want to be when they are older:

Cuando yo sea grande

Yo quiero ser _____

Una/Un _____ ayuda

Por eso yo quiero ser _____

Nos enseña _____

After students read through the sentences and examine the pattern, have them write a sentence using the same format from the book to describe what they want to be when they grow up.

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.

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.

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