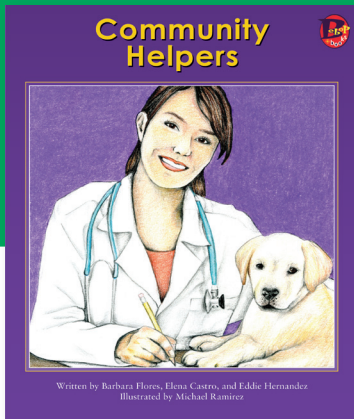




BEBOP CLASSROOM CONNECTION



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
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read past an unknown word and return to it to solve it
- 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 includes some repetitive phrasing
- line breaks match phrasing
- familiar content close to many children's experiences

High-frequency Words:

who, in, our, us, the, by, to, they, are, when, we, some, of

Phonics

- -ing endings

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

Los ayudantes de la comunidad See back page

Guided Reading with

COMMUNITY HELPERS

Guided Reading Level: F

DRA Level: 10

Intervention Level: 9

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

Overview: Every community has people who help others. This book tells about some helpers found in most communities.

Getting Ready to Read

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

- What does "community" mean? What places are in your community?
- Who are some "community helpers?" What do they do?

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

- Hold the book. Call children's attention to the title. Read: "Community Helpers."
- Ask children to predict which community helpers will be in the book.
- Show the back cover and read the copy. Ask children to predict what some of the community helpers in the book do to help people.
- 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 which community helper is on each page and what he or she is 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. 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: who, in, our, us, the, by, to, they are, when, we, some, of.
- Each page includes a sentence starting "A ____ helps us..." The last page is different.
- Content-specific vocabulary includes: community, police officer, teacher, nurse, doctor, dentist, firefighter.
- The book contains the following open and closed compound words: police officer, firefighter, everyone, community helper.

Reading the Book

1. Set a purpose by telling children to read the book to find out which community helpers are in the book and what they 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:

- 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.
- 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.
- 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 community helpers in the book.

2. Ask questions like:

- Which community helpers did the book describe? What did each helper do?
- How else might a _____ help community members besides what the book said?
- Why might someone choose a job as a community helper?
- Who are some other community helpers? What do they do?

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 depicting each helper.

Have children use sticky notes to add speech bubbles to each page that show what each person shown might say.

Have a small group of students turn the book into a short performance. Have one child read each page while the others act out being the helper and community member(s). Provide hats or other simple props.

Make community helper hats and other props available for open-ended pretend play. Encourage children to make signs, nametags, or other language-related props to use in their play.

Use the structure of the book to have children create their own books about school community helpers (custodian, secretary, specialist teachers, school nurse, etc.)

Read stories that feature community helpers, such as *Finding the Music/En pos de la musica* (<https://www.leeandlow.com/books/finding-the-music-en-pos-de-la-musica>) or *Xochitl and the Flowers* (<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>). Discuss connections between texts.

Social Studies: Read other nonfiction books, watch video interviews online, or arrange for students to meet actual community helpers. Record information learned about each helper's job on a chart.

Invite children to share the types of community helper jobs they'd most like to have as adults. Help them research the type of schooling or training required for each one.

Art: Have children create a community-themed mural and add different helpers. Have children label each helper with a sentence including an -ing word (e.g., "The road worker is fixing the road.")



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Guided Reading Level: F
DRA Level: 10
Intervention Level: 9

Guided Reading with **LOS AYUDANTES DE LA COMUNIDAD**

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 & Adjective Support: The following nouns and adjectives pertaining to the community helpers are listed in the

story: la calle, los cuentos, saludables, enfermos, los dientes, los incendios

Print the illustrations from the story. Then, write the nouns and adjectives on separate word cards. Have students match the key adjective and word to the corresponding illustration.

Verb Support: The following verbs are listed in the story: cruzar (la calle), entender (los cuentos), nos revisa (para asegurarse de que estamos saludables), nos revisa (los dientes), nos ayuda (apagando los incendios)

Print the verbs on separate word cards and then the following phrases listed in the parentheses above on additional word cards. Have students match the verb with the appropriate phrase 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 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.

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