



Guided Reading with
HEY! YOU'RE EATING MY HOMEWORK

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Realistic Fiction with Instructions

Guided Reading: H **DRA: 14**

Intervention: 14

16 pages, 271 words, plus Activities

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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.

Focus:

- understanding the author’s message
- connecting personal experiences/background knowledge with a story
- reading with expression
- using informational text to prepare for possible real-life experiences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form

- sequential events and instructions

Essential Components of Reading Instruction:

Phonics: long /e/, /i/, /o/ vowel sounds; word ending “-ed” spelling pattern/sound exploration

Vocabulary: pinecones, birdseed, string, bird feeders, treat, homework, notebooks, nibbled, bagel, raisins, backyard, binoculars, field guide, identify, graph; compound words; contractions; verb ending: “-ed”

Fluency: reread the story independently or with a partner

Comprehension: determine what is important, make connections, ask questions

High-frequency Words: out, and, to, make, she, said, on, a, he, the, in, look, will, this, your, is, what, then, you, see, after, with, his, for, my, away, no, now, I, went, but, or, had, an, it, back, over, they, at, me

Getting Ready to Read

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

- Has a pet or an animal ever interfered when you were doing your homework? What happened?
- What might you see if you looked in the trees or bushes near your home?
- What sorts of things have you seen people do when they observe birds or other animals?

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

- Call children’s attention to the title. Read: “Hey! You’re Eating My Homework.” Talk about what the boy might be looking at in the tree that would have to do with his homework.
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children what the boy might find out while watching the birds in his backyard.
- Have children suggest some words they might encounter in the story.
- Give children the book and have them look at the pictures. Ask them to tell what happens in the story as they turn the pages.

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 for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Tell children to think about words that might be found in a story about watching and feeding birds and begin with the letter of the unknown word. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following book and text features:

- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form. Quotation marks used throughout for dialogue.
- Text placement and the amount of text on each page varies.
- The story events are sequential and contain instructions for making a bird feeder, hanging it in a backyard, and recording observations.
- Compound words are used.
- The illustrations support the text, but much of the story is contained in the text.
- An informational section on page 16 offers bird-watching pointers as well as an example for writing procedural information.

Reading the Book

1. Set a purpose by telling children to read about what the boy does at school and how it carries over to his homework assignment.
2. Have children read the first few pages silently. Each child should read at his or her own pace. Check comprehension with a simple comment such as: "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."
3. Look for these reading behaviors during children's 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 using punctuation to gain meaning?
 - Do they make accurate predictions?
 - Can they connect the text to their own experiences?
 - Do they react to the text even though they are reading silently?
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 as 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 try doesn'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 think about chunking that word?"
5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, and so on.
- Review how to determine what is important in a sentence or story.
- Model asking questions or making “I wonder . . .” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Talk about the use of quotation marks to indicate dialogue, and the role commas and exclamation points as clues to reading with expression.
- Point out the following compound words: pinecone, peanut, birdseed, homework, notebook; and two open compounds: peanut butter, field guide. An open compound is two separate words that make up a compound unit of meaning. Review how compound words are formed and how this is sometimes a clue to their meanings.
- Call attention to the following contractions: It’s, you’re. Review the use of an apostrophe to take the place of the missing letters.
- Work with the long /e/, /i/, /o/ vowel sounds and explore the various spelling patterns that can represent each sound: “e” as in he, “ea” as in peanut, “ee” as in seed; “i” as in idea and time, “ie” as in tied; “o” as in cone and no, “oa” as in oak.
- Work with the verb ending “-ed” and explore the different sounds the spelling pattern can represent: /d/ sound in opened, /t/ sound in pecked, /ed/ sound in waited. Also explore how the “-ed” ending gives information about when an action occurred.
- Talk about the instructions contained within the story on pages 3 and 10. Then discuss the informational text on page 16. Compare the two ways of presenting procedural information.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit HEY! YOU’RE EATING MY HOMEWORK and explore what it means to improvise new ways of doing things.

After the First Reading

1. Have children confirm their predictions with what actually happened in the story.
2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story. Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.
3. Elicit children’s ideas about how the boy may have felt when the squirrel took his pinecone bird feeder from the branch.
4. Talk about other ways the boy could have reacted when the squirrel took his homework. Ask children how they might have reacted in a similar situation.

5. Connect children's own environments with the story. Ask them to think about the kinds of feeders they might be able to create for the animals around their homes.
6. Ask children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the story.
7. Brainstorm with children what might happen after the end of the story.

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 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

Art: Children can create their own "bird watcher" instructional posters to take home and share with their families.

Children may also follow the instructions in the book to make their own bird feeder pinecones. See Science and Math activities below for follow-up suggestions.

Music: Play a recording of bird calls for children and let them practice imitating the calls.

Introduce children to some songs and poems about birds. Several can be found at www.canteach.ca/elementary/songspoems.html. Some of these may be acted out, or children could create their own bird poems by innovating on the text of their favorite selections.

Science: Help children find places to hang their bird feeders, either at school or home. Brainstorm a list of things children should look for as they observe their feeders, such as how many birds they see, the colors of the birds, the size of the birds, and so on. Have them record their observations and then discuss them in class.

Explore the importance of being safe when trying to feed animals living in the wild. Come up with a list of foods and materials that would be suitable for

making feeders, making predictions about which foods will attract specific birds or animals.

Math: Have children graph or chart the observations they recorded while watching their bird feeders. Encourage discussion of the results once they are recorded graphically, and help children draw conclusions and comparisons from their data.

Social Studies: Plan a visit to a nearby park, botanical garden, or nature preserve, and arrange for a professional “bird watcher” to lead children on a bird walk. Have children take notes during their walk. Write a class report of the trip, and let children illustrate the report with drawings and diagrams of things they observed.

Develop a class project to make bird feeders for a local senior citizens’ center, retirement community, or hospital. The feeders may be hung outside windows or in common outdoor areas to attract colorful birds to the area.

Writing: Have children work in small groups to write instructions for a game, activity, or experiment, such as how to wash a car, how to make a peanut butter and jelly sandwich, or how to decide whether or not a group of objects will sink or float in water. Children may use the text on pages 3 or 10 as a guide, but encourage them to include as many steps as needed to complete the task. Illustrations may also be added.



Guided Reading with
¡OYE! ESTÁS COMIENDO MI TAREA

Guided Reading: H **EDL/DRA: 14** **Intervention: 13**
 16 pages, 299 words, plus Activities

Children reading at guided reading level H are moving into an early fluent stage of reading. All 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. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. 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.

Phonics skills to focus on include: initial /k/ consonant sound; /gr/ consonant blends; /ch/ consonant digraph; exploration of the /y/ sound for "ll" (double L) and "y;" and the hard /k/ sound represented by the "qu" spelling when used with vowels "e" or "i," as in *mantequilla*, while the "u" is silent.

The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: *tarea*, *alpiste*, *alimentadores de pájaros*, *rodar*, *golosina*, *colgar*, *cuadernos*, *mordiscaron*, *pasas de uva*, *rosquilla de pan*, *identificar*, *roer*, *roble*, *gráfico*, *binoculares*, *mordisqueó*, *mantequilla*, *maní*, *hierba*, *picotearon*, *jardín*, *ardilla*. Unfamiliar words may be presented along with synonyms to help deepen children's comprehension of the

words and the story. You may also use real objects to support the learning of new vocabulary.

For dual-language children, cognates may also be used, such as: distribuyó/ distributed, observen/observe, mamá/Mom, necesito/necessary, entró/entered, idea/idea, incluso/including, mí/me, jardín/garden.

The story is written in narrative form. The present-tense narrative of the story changes to a familiar command-form voice for the bird-watching suggestions on page 16. Point out this change to children and talk about why the author made this change. Also review the way dialogue is indicated and how exclamation points are used in written Spanish. Dashes are used to indicate dialogue and exclamation points are used at both the beginning and end of sentences. The marks appear “upside down” at the beginning of each sentence and “right side up” at the end. Have children practice reading the conversations. Encourage them to read the words so they sound like talking.

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