



Guided Reading with

## LILY'S NEW HOME

Guided Reading: G

DRA: 12 Intervention: 12

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**Overview:** Lily and her parents move to a new home in New York City. Lily doesn't like that the city is so big and loud. Will she ever feel at home?

32 pages, 432 words  
+ activities page

**Genre:** Realistic Fiction

**Focus:**

- reading and following conversation
- following a longer story
- maintaining meaning
- sequencing events

**Supportive Text Features:**

- familiar words and concepts
- narrative sentence and text form
- pictures support and extend the story

**High-frequency Words:**

*a, after, all, and, are, asked, at, big, but, by, can, did, do, for, from, her, here, him, his, I, I'm, in, into, is, it, like, look, me, my, no, not, of, on, one, our, play, put, said, saw, see, she, so, that, the, their, them, then, there, they, this, to, too, two, us, was, we, went, what, will, with, you*

**Common Core Standards**

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

### Getting Ready to Read

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

- What happens when a family has to move?
- What types of things and places might you see in a city?
- Tell me about how you felt when you had to move to a new home, neighborhood, or school.

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

- Call children's attention to the title. Read: "Lily's New Home."
- Tell children that the book is about a girl who has moved to a new home. Ask children to predict what might happen in the story and how Lily might feel about her new surroundings.
- Show the back cover and read the copy. Ask children what they think Lily will see in her new home and neighborhood.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what they see happening 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 the things they see in their neighborhood. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 3, the contents page, has a picture of the neighborhood.
- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different numbers of sentences on each page; many sentences require a return sweep.
- Several compound (e.g. *everyone*) and multisyllable words are used.
- Sound words and words that should be read with special emphasis are written

in all capital letters or italicized: BAM on page 8 and LIBRARY on page 22 are written in all capital letters. *Public* on pages 14 and 15 and *welcome* on page 18 are written in italics.

- Several proper nouns are stated (*New York City, India, Africa, Kenya, Spanish*).
- Exclamation points are used to emphasize action and responses.
- The pictures enhance the story, but most of the story is told in the text.
- The last page has additional activities to extend the story.

## Reading the Book

**1. Set a purpose by telling children to find out about Lily’s new home and neighborhood and how Lily feels about her new home.**

**2. Have children read the first few pages 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. When you hear them reading fluently, tell them to begin reading silently.

**3. Look for these reading behaviors during children’s first reading:**

- Do they use multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self correct?



- Do they rely less on pictures and more on print when reading?
- Do they have a growing sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to past experiences?
- Do they read more automatically and with fluency?
- Have they begun to draw conclusions and make inferences?

**4. As children read, note what they are doing.** Help them build independence by being available, but not intervening too quickly.

- If children are struggling while they read, suggest helpful strategies: "Try saying the beginning of the word." "Try looking at the picture for help."
- Suggest rereading the sentence so the context is used to unlock the word.
- Encourage children to take a guess or read past the unknown word, retuning to it after completing the sentence so the context is used to unlock the 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.
- Work with inflectional endings: the "-ed" form of verbs.
- Point out the compound word (*everyone*) and explore how compounds are formed from two shorter words; review how multisyllable words are different from compound words (*library, excited, India, Africa*).
- 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, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Point out the words *BAM* on page 8, *LIBRARY* on page 22, *public* on pages 14 and 15 and *welcome* on page 18, which are written in all capital letters or italics for emphasis.
- Review proper nouns and call attention to the capital letter used at the beginning of each proper noun (*New York City, India, Africa, Kenya, Spanish*).



- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, and question marks in dialogue.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Lily's New Home* to review what Lily sees as she explores her new neighborhood.

### After the First Reading

- 1. Have children tell what they learned about Lily's neighborhood and confirm their predictions about what happened in the story.** Ask children to talk about Lily's feelings about moving.
- 2. Discuss why Lily gets excited when she sees the sign for the library.**
- 3. Elicit children's ideas about Lily's feelings at the end of the story.** Discuss how exploring her new neighborhood, or community, helps Lily feel better about her new home.
- 4. Have children compare Lily's old home with her new home.** Discuss how Lily's home is similar to and different from children's own homes.

- 5. Make a list of all the stops Lily and her parents make as they explore their new neighborhood.** Have children tell two things about each stop.

### 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

**Art:** Make a map or picture of Lily's neighborhood. Children should label each place Lily saw or visited.



Have children draw a picture of their own neighborhood. Encourage children to share their pictures with the group and name the places shown.

**Science:** Discuss the life cycle of a flower. Bring in a variety of seed packets and cut them open for children to touch and examine. Display a flowering potted plant and name the parts of the plant: roots, leaves, flowers, stem. Ask children to think about how the life cycle of a flowering plant is different from the life cycle of animals.

Have children learn more about public or community gardens. If there is a garden in the children's community, visit it and discuss the types of plants they see there. If you are interested in learning more about starting a school garden, check out the National Gardening Association's Kids Gardening.org (<http://www.kidsgardening.org/>) or American Community Gardening Association (<https://communitygarden.org/resources/resources-for-gardening-with-children/>) for more information.

**Math:** Create a pizza with construction paper or a paper plate for each child. Have children practice cutting the pizza into equal and smaller parts. Ask children to tell how pizza is normally divided and why pizza is cut into pieces. Show how cutting a pizza in half gives you two equal parts and cutting a pizza in quarters gives you four equal parts. Discuss whether it would be better to have a half a pizza or a quarter of a pizza if you are hungry.

**Social Studies:** Have children learn more about New York City. Locate it on a map of the United States and have children generate a list of questions they would like answered. Enlist the help of the school librarian to help children find the answers to their questions. If computers are available, children can also do some research on the Internet.

**Writing:** Encourage children to write about what they enjoy doing with their families in their neighborhood.

Have children create a poster highlighting their neighborhood. What makes their home and neighborhood special? What can visitors do and see there?

Encourage children to pretend they are Lily and write a diary passage about her day. How does she feel about each place she visits in her new home?

Have children pretend they are Lily and ask them to write a letter to a friend in her old neighborhood. What does Lily share about her new home? Alternatively, encourage children to write a letter to Lily with advice on how to be excited about her new home.

Check out the additional activity kit for children and parents:

[https://www.leeandlow.com/uploads/loaded\\_document/274/Confetti\\_Kids\\_Guide\\_Final\\_\\_\\_\\_.pdf](https://www.leeandlow.com/uploads/loaded_document/274/Confetti_Kids_Guide_Final____.pdf)



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## English Language Learner Teaching Activities With **LILY'S NEW HOME**

The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.
3. Depending on children's level of English proficiency, after the second reading:
  - Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
  - Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.
4. Have children give a short talk about what they admire about Lily or the neighborhood. Alternatively, students can describe what they admire about their own neighborhood.
5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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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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