



Guided Reading with **HOW DO I HELP?**

written by Gaylia Taylor

Narrative Nonfiction

Guided Reading™ : A

16 pages, 29 words + chart

DRA: 1

Intervention: 1

Focus: Concepts of Print

- one-to-one matching
- using the picture clues
- reading a patterned sentence
- noticing a change at the end of a patterned sentence

Supportive Text Features:

- familiar words and concept
- patterned sentence
- strong picture-text match

Essential Components of Reading Instruction:

Phonemic Awareness: concept of word

Phonics: initial /p/, /f/, /m/, /b/, /g/, /w/; initial consonant blends and digraphs /sh/, /sc/; r-controlled vowels /ir/, /ar/, /or/

Vocabulary: *help, pets, fires, mail, books, shots, garbage, school, work*

Language Mechanics: adding "s" to a noun

Fluency: reread the story independently or with a partner

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

High-frequency Words: *how, do, I, with*

Getting Ready to Read

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

- Who are the people who help us in our school? How do they help?
- What do you know about helpers we find in our community?

- In what ways are you helpful to other people?
2. Connect children's past experiences with the story and vocabulary:
 - Hold the book, calling children's attention to the title. Read: "*How Do I Help?*"
 - Ask children to predict how the people on the cover help other people.
 - Show the back cover and read the copy. Ask children to predict how the people shown also help other people.
 - Have children predict some words they might read in the story.
 - Give children the book and have them look at the photographs.
 - Ask them to notice what the people are 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 photographs and the beginning sound of the word.
 4. Be aware of the following book/text features:
 - The title ends with a question mark.
 - The book contains familiar words: *help, pets, fires, mail, books, shots, garbage, school, work.*
 - The text is on the page facing the photograph.
 - There is a patterned sentence: "I help with ____."
 - Only one word changes on each page. The exception is page 14, where two words are added at the end of the sentence pattern.
 - The last page is a visual chart that tells the occupation of each helper, including those shown on the front cover, title page, and back cover.

Reading the Book

1. Set a purpose by telling children to read the book and find out how some people help in the community.
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 printed words in the book? (voice-to-print match)
 - Do children look at the photographs 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 photo before reading the new word in the pattern?
 - Are they saying the initial sounds of words before saying the whole word?
 - Are they saying the individual letter sounds (/p/-/e/-/t/-/s/) 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 sounds to their reading?

- Have they responded with a laugh or other sound 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 looking at the photograph to make sense of the print.” Encourage children to take a guess or use the beginning letter sound.
5. Possible teaching points to address based on your observations:
- Review using the photograph to help with each new word.
 - Review using initial consonants, initial consonant blends and digraphs, and r-controlled vowels to read new words.
 - Model how to reread the sentence if it does not sound right or make sense.
 - Call attention to all the high-frequency words children have learned and used.
 - Provide help with reading the two-syllable word.
 - Call attention to the question mark used in the title.
 - Talk about how an “s” is sometimes added to the end of a word to show more than one (*pets, fires, books, shots*).

After the First Reading

1. Have children confirm their predictions of how some people help in the community.
2. Model how the title should be read differently because of the question mark.
3. Have a “How do I help?” discussion about each photograph in the book. (You may also wish to include the photos on the covers and title page.) Ask children to expand their answers beyond what the text says. Children may also generate questions they would like to ask each person.
4. How many of the helpers in the book have children met in their community? What other helpers do children find in their surroundings?
5. Have children brainstorm ideas about how they themselves might be helpers for other children or adults.
6. Discuss whether or not children might want to be community helpers when they grow up. Which kinds of helpers would they want to be? Why?
7. Talk about how the chart on the last page provides the reader with additional information.

Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While children are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one child as an assessment of the child’s reading behavior.

Cross-Curricular Activities

Language: Have children name their favorite helpers from their school and community and list their suggestions on chart paper or the chalkboard. Discuss what each person does and add that information to the list. Then have children make up three or more sentences about each helper using ideas from the list and the sentence pattern "I help with ____."

Art: If space allows, make a body shape outline of each child on white butcher paper. Using paint, crayons, and/or markers, let each child fill in the outline to represent a community helper he or she would like to be.

Make a community helpers collage. Let children cut out pictures of helpers from magazines, newspapers, and other print materials and glue them onto a sheet of poster board.

Science: Show children pictures of dogs that help people, such as a guard dog, seeing-eye dog, tracking dog, therapy dog, and herding dog. Discuss with children how these animals help people in many different ways. You may also wish to read the Bebop title [*What Boo and I Do*](#), about a girl and her therapy dog.

The rescue worker on the front cover, the vet on page 3, and the doctor on page 11 all have stethoscopes. Introduce the term and explain that it is an instrument used to listen to the heart beating. If an inexpensive stethoscope is available, let children take turns listening to and counting their heartbeats before and after jumping up and down or running in place for one minute. Chart or graph the results and help children draw some conclusions.

Math: Explain to children about the use of stamps to send mail. Show some stamps and note the cost value printed on each. Let children create their own stamps on self-stick labels, being sure to include one- or two-digit numbers to indicate their value. Children's stamps may be used to "mail" letters in a post office activity.

Social Studies: The book *Jobs People Do* by Christopher Maynard introduces many different community jobs and the responsibilities of each. Have children dress up as their favorite helpers and orally share one or two facts about their chosen helpers.

Writing: Have children write stories about their favorite community helpers.



Guided Reading with ¿CÓMO AYUDO?

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EDL/DRA: 1

Intervention 1

The Spanish edition also uses a patterned sentence and familiar words: *mascotas, incendios, correo, libros, basura, trabajo, escolar*. Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

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.

If children have difficulty with the concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

Contact information

For more information about Bebop Books, please contact:

Craig Low, Publisher

Bebop Books

An imprint of LEE & LOW BOOKS

95 Madison Avenue, Suite #606

New York, NY 10016

212-779-4400 x. 26 ph.

212-532-6035 fax

orders@leeandlow.com

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