

Guided Reading with

## What I Like and What I Don't Like

Guided Reading Level: G  
DRA Level: 12

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**Overview:** Read this book to find out what this boy likes and what he doesn't like.

### About the Book

Page number: 8, Word Count: 230

**Genre:** Nonfiction

#### Focus: Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read

- read and understand common contractions
- read varied sentences fluently, with expression and stamina
- use text and illustrations to visualize story events

#### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

#### High-frequency words:

*what, I, like, and, there, are, to, go, have, that, is, why, or, with, my, am, when, they,*

*me, as, on, we, will, do, so, can*

#### Contractions:

*don't, won't, can't*

#### Phonics:

- review consonant digraphs ch, sh, wh, th; unvoiced sound of th vs. the voiced sound (e.g., things vs. that)
- review silent e
- introduce r-controlled vowels ar, er, or

#### Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10

**ELL/ESL:** *Lo que me gusta y lo que no me gusta* See Last Page

### Getting Ready to Read

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

- Think of something you do often. What do you like about it? What don't you like about it?
- How do you handle it when something happens that you don't like?
- What are some things kids might like and don't like when they are at school? When they are with their families? While playing with friends?

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

- Hold the book. Call children's attention to the title. Read: "What I Like and Don't Like."
- Ask children to predict who might be in the book and what might happen.
- Show the back cover and read the copy. Have children predict what the boy will like and not like.



- 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 describe what each page shows. **NOTE:** Page 5 shows the narrator in a time-out. This may be a trigger to some students. Take care in discussing how this event and image makes students feel and what questions they might have.

### **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 attend to the letters in each word, using their sounds to decode. Encourage them to think about the story as they read each sentence.

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

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine and/or focus on a set of words with similar spellings or sounds (e.g., to/go/do/so or there/they/that)
- Content-specific and other useful vocabulary words and phrases include: argue, amusement park, lake, time-out, misbehave, computer games, baseball, soccer, basketball, practice, team sports, upset, teammates, "miss the ball," avoid
- A boy narrates the entire text in the first person. Each spread includes a page about things he likes and things he doesn't like in a familiar context (school, family, sports).

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what the boy likes and what he doesn't like and why.**

**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?
- Are they sounding out letters and decoding when they get to new words?
- 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, offer a reading strategy if they are struggling, such as: "Let's say the sounds in this word from left to right and blend**



them.” If the word requires a phonics skill children have not yet learned, give them the information they need to read the word. After solving an unknown word, encourage a student to reread the sentence and think about the meaning of the text.

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used. Connect the letters to the sounds in each word.
- Review how to decode a word left to right or one syllable at a time, looking for parts of words that are familiar.
- 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 what the boy liked and didn’t like.

2. **NOTE:** Page 5 shows the narrator in a time-out. This may be a trigger to some students. Take care in discussing how this event and image makes students feel and what questions they might have.

### 3. Ask questions like:

- What did the boy like about school? What didn’t he like about school?
- What did the boy like about time with his family? What didn’t he like?
- What did the boy like about team sports? What didn’t he like?
- Did you notice any patterns to what the boy liked and didn’t like? How did the different things he mentioned make him feel?
- What did the boy say at the end? Do you agree with how he tries to live?
- What’s one way you feel the same as the boy? What’s one way you feel differently?
- What advice do you have for the boy on the things he doesn’t like? Are there things he or his family can do to help him change his opinion?
- Why is it important to know what we like and don’t like?
- Do you agree with the lesson at the end of the book? Should we always avoid things we don’t like?
- Are there things you might not like but still need to do? (For example, we might not like to eat certain vegetables but it is a healthy choice to eat them when we can.) What can we do to help us do things we might not always like to 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:** Use examples from the book to practice visualizing story events. For example, ask students to describe what they imagined when they read about the boy and his friends arguing, or him missing the ball.

Summarize the book using a chart. List "School," "Family," and "Free Time" down the side of the chart and "Like" and "Don't Like" across the top. Fill in the chart with examples from the book. You could use a different color marker to fill in students' ideas from their own lives also.

Have students create their own book page using the structure of the text. Provide a page with two boxes for drawing and sentence starters reading, "I like to..." and "But I don't like..." Talk about how the boy shared several related ideas on each page and encourage students to do the same.

Title a four-column chart with the consonant digraphs ch, sh, th, and wh. Review the sound of each digraph. Add the words from the book that include these spelling patterns. Pay special attention to the words with th (there, things, that). Talk about the unvoiced vs. voiced sound of th. Brainstorm or sort additional words with these digraphs.

Use the examples from the book (don't, won't, can't) to talk about how to form and read contractions. Work through other examples of common contractions and practice writing sentences with them.

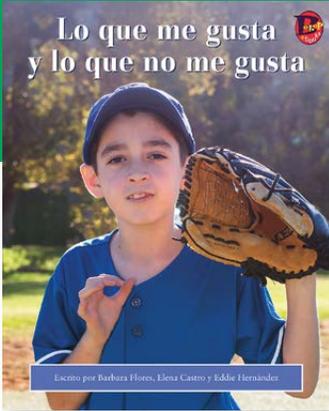
List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables, and how that's helpful to read the words. Talk about examples of different types of syllables. (For example, "misbehave" has a closed syllable, an open syllable, and a silent-e syllable.)

Encourage students to write a letter the narrator of the story with advice on how to handle the situation(s) the boy doesn't like. Students can also share some things they like and don't like their daily routine.

**Mathematics:** Have students create a list of survey questions about things people like and don't like and ask peers or family members at home. Compile and represent responses received.

**Social Studies:** Talk about how the last page of the book could be considered the boy's "motto." Read other stories in which characters have mottos for living happily, or in which a character gives advice on this topic. Have students ask peers and school adults, "How do you handle it when something happens that you don't like?" Create a bulletin board display or video compilation of advice.

**Art:** Have students create two-sided collages of things they like and don't like. They could cut pictures from magazines or draw examples. Encourage them to use facial expressions and thought or speech bubbles to show scenarios (e.g., arguing with friends, or thinking about missing playing your favorite game).



## Guided Reading with **Lo que me gusta y lo que no me gusta**

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 Support & Verb Support**

Print "Me gusta" and "No me gusta" on two separate index cards.

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Then, print what the boy likes and doesn't like on individual index cards:

#### **Me gusta:**

ir a la escuela y mi buena maestra y muchos amigos  
pasar tiempo con mis padres  
jugar deportes en equipo

#### **No me gusta:**

peleamos o discutimos con mis amigos  
un descanso cuando a veces me porto mal  
perder la pelota

Then, print all of the different phrases of what the boy likes and doesn't like on individual index cards. With or without support from the illustrations in the story (with the text covered), have students match each what the boy likes and doesn't like under their corresponding headings. For furthering students' vocabulary, encourage them to highlight the verbs in one color and the nouns in another color.

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.

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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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