



I Don't Want a Bath!



Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

I Don't Want a Bath!

Guided Reading Level: I

DRA Level: 16

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Overview: Diego doesn't like to take baths. Read this story to find out what happens to him.

About the Book

Page number: 16, Word Count: 212

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 longer word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- review reading and understanding common contractions
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina

- attend to punctuation, including quotation marks, commas, and end punctuation

- use text to visualize events

- maintain comprehension over more detailed text episodes

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some content-specific vocabulary
- varied sentence lengths

High-frequency words:

- *I, a, does, like, he, an, to, is, his, off, the, she, and, these, will, that*

Contractions:

- *don't*

Other common words to study:

- *enough, though, special*

Phonics:

- review sounds of the letter a (typical long a and short a, plus the alternate examples in the book want, wash)
- Ch as hard c /c/ sound (e.g., stomachache)
- syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words (e.g., invents, excuse, insists)

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: ¡No me quiero bañar!

See last page

Getting Ready to Read

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

- What's something that you have to do that you don't like? How do you react when it's time to do that thing? How do you feel?
- Why might a kid not like to take a bath? What might a kid say or do to avoid a bath?



- What are other activities in addition to bathing that we routinely do to keep our bodies healthy?

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

- Hold the book. Call children's attention to the title. Read: "*I Don't Want a Bath!*"
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict what will happen to Diego in the story. Notice how he looks in the picture. Will he ever take a bath?
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures.
- Ask them to tell what they notice about the pictures as they turn each page.

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 from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the story.

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. You might use the same routines to study other common words from the text: enough and though or special.

- Content-specific and other useful vocabulary words and phrases include: bath, invents, excuse, dirt, bubble bath, fooled, insists, stomachache, headache, pretends, aches, itchy, washcloth, realizes, decides, complaining
- The text has a typical problem and resolution structure with multiple plot episodes. Diego invents different excuses not to take a bath when different family members ask him to, until he realizes it's not as bad as he thought.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes 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 as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what happens with Diego and his feelings about baths.



2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks or sound out letter by letter to read unknown words?
- Are they showing signs of understanding the story?
- 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?
- How are they dealing with conversations in the text?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Are they drawing conclusions and making inferences?

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 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 tried didn’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 the word?” “Did you slow down and sound out letter by letter?”

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 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 suffixes and prefixes.
- 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.
- Review using punctuation marks to guide the



meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.

- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what happened when Diego had to take a bath.

2. Ask questions like:

- At the beginning of the story, what does Diego do when he has to take a bath? What does “invent an excuse” mean?
- What excuse does Diego give his Grandma? How does she respond?
- What excuses does Diego give his parents? How do they respond?
- What does the text mean by, “Diego is not fooled?” What does it mean to “insist?”
- If you were Diego’s family members, would you have responded to his excuses the same way? Why or why not?
- Why do you think Diego doesn’t like baths? What could his family do for him if he is afraid of the water, or the bath was too hot one time, or he got water in his eyes, or he was lonely or bored, and so on?
- What happened at the end of the story? What do you think finally changed Diego’s mind?

- Compare Diego’s expression in the last picture to the one on the back of the book. What’s different?
- Does Diego’s story remind you of anything from your life or another book you’ve read?
- Why do you think the authors wanted to share this book with readers?
- What are other activities in addition to bathing that we routinely do to keep our bodies healthy?
- How does Diego’s experience with bathing compare to yours? What advice do you have for Diego to change how he feels about taking the bath or making the bath more enjoyable?
- How does Diego’s family take care of him?
- What would happen if Diego never took another bath?

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

Language: Summarize the story elements and main events in the book on a chart. List the characters, setting, problem, events and resolution together.

Talk about reading with expression to reflect different characters' emotions and actions. Have students use sticky notes to add possible dialogue in speech bubbles to the characters' pictures, based on the information in the text. Practice reading Diego's words and the speech bubbles with expression.

Have students summarize the book by recreating it in a comic strip format.

Create a list of "Taking Care of Our Bodies" personal hygiene vocabulary words, starting with those from the book.

To reinforce some of the key vocabulary from the book, play a silly "excuses" game. Tell the students they have to do something and invite them to come up with silly excuses. Reply with "I'm not fooled. I insist you _____!"

Use examples from the book to look more closely at the sounds of the letter a. Review typical short a and long a (e.g., bath, take) and generate other examples. Examine the words want, wash, wash, and water. Notice how the a sounds almost like a short o. This is sometimes called the "broad a" sound. Practice reading and spelling other words with this sound, such as father, ball, all, etc. You might also discuss examples when a makes a short e sound, like says, any, many.

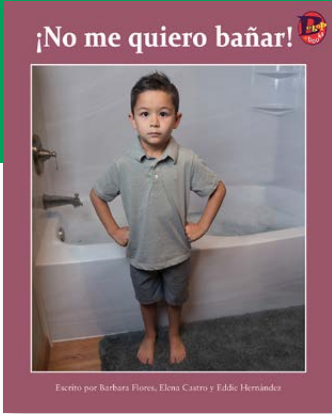
Use examples from the book to talk about the

typical sound of ch (cheese, cheetah, etc.) and times in the book when ch spells the hard c sound (e.g., stomachache). Practice reading and spelling other words in which ch spells the hard c sound (e.g., school, schedule, chorus, Christmas)

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. You might focus especially on potentially unfamiliar vocabulary words that are useful in many contexts (e.g., invents, excuse, insists).

Art: As a fun extension, invite students to experiment with bubble painting. Have them blow through a straw across puddles of watercolor paint and a drop of dish soap on their paper to make bubbly paint marks. To create a finished piece of art, when the paint dries, cut out a bathtub shape and glue it on top to make the paint marks look like overflowing bubble bath. Students could also collage on a funny animal or person face with smudges of dirt to the tub to complete the picture.

Invite students to create a three-part comic strip that shows someone being told they have to do something, the person making an excuse, and then the person giving in to the request. Talk about using facial expressions and body language in the illustrations to let the art help tell the story.



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Guided Reading with **¡No me quiero bañar!**

Noun Support

The following nouns are used in the story, ¡No me quiero bañar!:

Diego, noche, excusa, abuela, tierra, baño de burbujas, agua, el baño, estómago, cabeza, dolores, mama, papa, toallita,

Print each noun on separate, individual index cards or sticky notes that are small enough to be labels. Photocopy the illustrations and cover the text so that students cannot see the nouns. With the word cards, have students place the appropriate word card for each noun.

Verb Support

The following verb words are used to describe the excuses Diego gives to his family about why he doesn't want to take a bath:

gusta, inventa, bañarse, quitarse, tiene, divertido, convencer, insiste, quiero, dice, finge, ayudará, dará, quitará, logra, entiende, decide, quejarse

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes the excuses that Diego gives his family about taking a bath.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements used throughout the story. In Spanish, exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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.

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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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