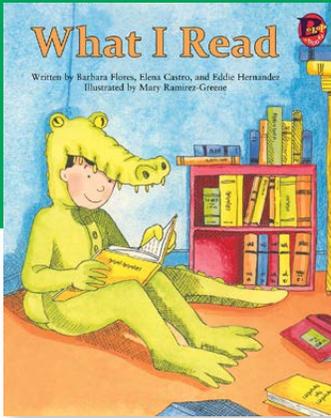




BEBOP CLASSROOM CONNECTION



Guided Reading with

What I Read

Guided Reading Level: H

DRA Level: 14

by Barbara Flores, Elena Castro, and Eddie Hernandez
illustrated by Mary Ramirez-Greene

Overview: This boy likes to read before going to sleep. With each story, he takes an imaginary trip.

About the Book

Page number: 16, Word Count: 247

Genre: Fiction

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)
- use background and vocabulary knowledge to understand words read

- read varied sentences fluently, with expression and stamina
- attend to commas to support phrasing and comprehension
- use text to visualize story events
- maintain comprehension over longer text episodes
- determine author's message in a text

Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- most vocabulary is familiar, with some more varied word choices and literary language

High-frequency words:

- *I, have, in, my, go, to, like, a, with, me, and, the, be, for, then, was, than, an, on, am*

Phonics:

- review inflectional endings (-ed, -ing)
- r-controlled vowels er, ar, or (e.g., water, ferocious, sharp, before, story, shore)
- syllabication of multisyllable words with various syllable types

Common Core Standards:

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

ELL/ESL: Lo que leo See last page

Getting Ready to Read

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

- What kinds of books do you like to read? What do you like to think about while you read?
- What do you think it means when people say books can "take you places?"
- What is "imagination?"

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

- Hold the book. Call children's attention to the title. Read: "What I Read."



- Ask children to use the title and picture on the cover to make predictions about who the book will be about.
- Show the back cover and read the copy. Ask children to predict what the boy will imagine as he reads.
- 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 notice what each picture shows.

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, or 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 review a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: travel, jungle, "all of a sudden," pretended, monkey, leopard, "blend in," snake, slithered, "fresh water," ferocious, crocodile, capture, prey, dolphin, waves, "ocean floor," octopus, red crab,

crawling, woods, cave, brown bear

- The text describes an imaginary trip to the jungle and to the ocean, each lasting several pages and with varied sentences.

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. Students are likely still learning new 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 the imaginary trips the boy takes when he reads.**
2. **Have children read the first few pages silently. 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. 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 expression, giggles, audible comments, rereading, turning back a page. You may want to record these observations.

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 sound out letter by letter the whole word when they come to a word they don't know?
- 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?
- Can they connect the text to past experiences?
- 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.

- 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?" or "Did you sound out the whole word 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. 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.
- 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 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 in the story.

After the First Reading

1. Have children confirm their predictions and talk about what imaginary trips the boy took as he read.

2. Ask questions like:

- Why does the boy like to read?
- What did the boy imagine when he read about the jungle? What did he do, see, and feel? What did you imagine as you read this part? What words helped you picture it in your mind?
- What did the boy imagine when he read about the ocean? What did he do, see, and feel? What did you imagine as you read this part? What words helped you picture it in your mind?
- What did you think about the illustrations? Why do you think the illustrator decided to make them that way?
- How did the book end? Why do you think the authors chose to end the book this way?
- Why do you think the authors wanted to share this book with readers? What is the author's message? Do you agree with it? Why or why not?

- What advice do you have for the boy if he ever has a bad or scary dream?
- What do you think is helpful about dreams? Why do you think people dream? Do you think other animals dream? Why or why not?

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 using a chart. Title sections of the chart "jungle," "ocean" and "woods." Work as a group to fill in details about what the boy imagined in each setting.



Use examples from the book to talk about visualizing as readers. Have students act out what the boy imagined in each setting. Talk about how specific words from the text help readers visualize.

Use examples from the book to talk about inflectional endings that change the tense of the word. Have students hunt for and list all the words with an -ing ending added. How does the -ing change the meaning of the verb? Talk about the function of -ed endings and sort the words from the book based on how the -ed ending sounds (i.e. /d/ sound vs. /t/ sound vs /ed/ sound).

Create a chart for words with the r-controlled vowels er, ar, and or, adding example words from the book (e.g., water, ferocious, sharp, before, story, shore). Practice reading and spelling other words with these patterns.

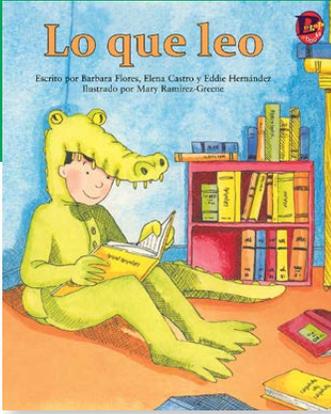
List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables and how that's helpful to read the words. Talk about examples of different types of syllables. (For example, "jungle" has one closed syllable and one consonant-le syllable.)

Read other books about dreaming, including *Poems to Dream Together* (<https://www.leeandlow.com/books/poems-to-dream-together-poemas-para-sonar-juntos>), *Ten Oni Drummers* (<https://www.leeandlow.com/books/ten-oni-drummers-bebop>), and *A Perfect Season for Dreaming* (<https://www.leeandlow.com/books/a-perfect-season-for-dreaming-un-tiempo-perfecto-para-sonar>).

Social Studies: Have students read other books set in various geographic locations. Talk about features of each location that help readers imagine they are there, such as climate, plants, and animals.

Art: Have students paint or draw a portrait of themselves "traveling" to the setting of a favorite book, using the style of the book illustrator. Use a photo of each student's face on their painted or drawn body.

Music: Talk about how readers imagine sounds as they read that relate to their book. Experiment with using musical instruments, tech tools, or everyday objects to create sounds as you read passages aloud. Talk about how the sounds help transport readers into the text.



Guided Reading with **Lo que leo**

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DRA Level: 14

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 & Adjective Support

The following animals and places are listed in the story that the boy sees and goes to while he reads:

Animals: un mono, un leopardo, un víbora, un cocodrilo, un delfín, un pulpo, un cangrejo, un oso pardo

Places: la selva, un árbol, la hierba, el río, el mar, las rocas, la orilla, el bosque, una cueva

Print the names of the animals and places on separate, individual index cards. Without support from the illustrations, match students match each animal with each place.

Verb Support

The boy uses the following verbs and actions throughout the story to describe his experiences while reading that students may be unfamiliar with in their own texts or writing: me columpiaba, fingí ser, me trepé, camuflarme, me arrastré, me deslicé, me escondí

Have students add these new vocabulary words to a reading journal or use them in a sentence in a journal with their own writing.

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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