

Guided Reading with

I AM NOT AFRAID

Guided Reading: B

DRA: 2

Intervention: 2

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Overview: This boy is not afraid of anything, not even monsters!

8 pages, 71 words

Genre:

Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations and initial sounds to read unknown words
- read with expression

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- line breaks match sentence breaks

High-frequency Words:

I, saw, a, but, am, not

Phonics

- initial consonant sounds w, m, r, p, y
- initial consonant blends: bl, gr, st

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RL.K.1, RL.K.7

ELL/ESL

No les tengo miedo

[See back page](#)

Getting Ready to Read

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

- What does afraid mean? How does someone act when they are afraid? How does someone act when they are not afraid?
- What kinds of things might make kids feel afraid? Why might some kids be afraid of monsters?
- What color monsters do you see on the cover?

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

- Hold the book. Call children's attention to the title. Read: *I Am Not Afraid*
- Ask children to predict what will happen in this book.
- Show the back cover and read the copy. Ask children what the boy sees in the story.
- 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 notice what colors they see.

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 pictures and



the beginning sound of the word.

- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: what, do, you see, I, a. It also contains the color words red, orange, yellow, green, blue, purple.
- The book contains two short sentences per page with a patterned structure. The last sentence is slightly different.
- On page 8, an exclamation point is used.

Reading the Book

1. Set a purpose by telling children to read the book to find out what kind of monsters the boy saw and how he feels about them.

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 words printed in the book? (voice to print match)
- Do children look at the pictures 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 picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds 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 sound to their reading?
- Have they responded with a laugh or other sounds 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 rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

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

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the boy says on each page.
- Review the use of exclamation points and how they suggest emphasis or emotion.



After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- What color monsters did the boy see?
- What did the boy say about the monsters?
- Did the boy really see monsters? Do you think he really wasn't afraid? Why or why not?
- Why might someone be afraid of these monsters?
- Why do you think it is important for the boy to declare he is not afraid? What does this suggest about him?
- Who do you think would be afraid of these monsters?
- How does the boy change his body with each monster he imagines?

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: Have children create their own books about seeing scary things and not being afraid. Provide sentence frames on blank pages so they can use the same text pattern. ("I saw a _____. But I am not afraid.") Encourage them to

include color words if you wish.

Have children turn the book into a short performance, reading the text and taking turns being different colored "monsters" by using simple masks made from paper plates or cardstock and craft sticks. Encourage reading with expression.

Have children read other books that include color words, such as *Can You Eat a Rainbow?* (<https://www.leeandlow.com/books/can-you-eat-a-rainbow>), *Carmen's Colors* (<https://www.leeandlow.com/books/carmen-s-colors>) or *A Salad* (<https://www.leeandlow.com/books/a-salad>.) Practice matching color words to color cards to prepare for reading.

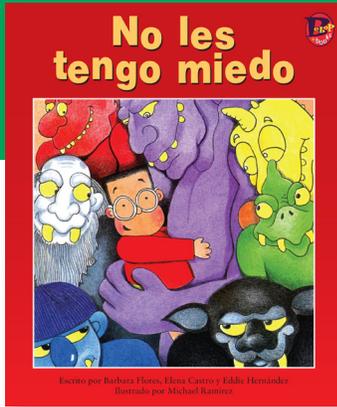
Play Color Bingo to help students practice reading color words. Write color words on cards and have students match them to bingo boards with colored spaces (or vice versa.) Talk about the letters in each color word.

Read aloud other books about monsters, such as *Marisol McDonald and the Monster/Marisol McDonald y el monstruo* (<https://www.leeandlow.com/books/marisol-mcdonald-and-the-monster-marisol-mcdonald-y-el-monstruo>). Discuss connections between texts.

Mathematics: Have students survey classmates about what makes them feel afraid. Create a chart to help students represent the data.

Art: Have students make monsters of different colors. Have them write sentences about their monsters using the same pattern as the text. Or, have them hide their monsters around the room and have other students fill out a checklist about what monsters they saw when they looked around.

Physical Education: As you or a small group of children read the book aloud, have children make the gestures of each monster like the boy does.



Guided Reading: C
EDL/DRA: 3
Intervention: 4

Guided Reading with **NO LES TENGO MIEDO**

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.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following colors are listed: blanco, rojo, azul, negro, verde, morado
Print out the illustrations from the story on cards. Then, print the names of the colors on cards. Have students match the color word cards with their respective illustration.

Verb Support: The verb phrase: “le tengo miedo” is consistently used throughout the book. Tell students that they need to include a “le” because there is an object that the boy is afraid of.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

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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