

Guided Reading with

GAME TIME!

Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

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illustrated by James Florez

Page number: 8, Word Count: 42

Genre: Realistic Fiction

Focus:

Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- read adjectives with -er endings

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- repetitive text
- book depicts a simple story through text and illustrations

High-frequency Words:

and, like, to, a

Phonics

- -er word endings

National Standards:

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

ELL/ESL

¡Al juego! See back page

Overview: Dora and Dad are getting ready to play soccer. This book tells about the special things they need to wear to play the game.

Getting Ready to Read

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

- What sports do you like? Do you like soccer? What do you need to wear to play in a soccer game?
- If an adult and child were playing soccer together, how would the things they wore be different?

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

- Hold the book. Call children's attention to the title. Read: "Game Time!"
- Ask children to predict what will happen in the story.
- Show the back cover and read the copy. Ask children to predict what the girl and her dad will need to wear for soccer.
- 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 each photo shows the girl and her dad wearing.

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, or to try saying the sounds in a word and blending them.
- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: and, like, to, a.
- Most pages alternate between “Dad wears bigger ____” and “Dora wears smaller ____.” The first and last pages are different.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what Dora and her dad wear for soccer.

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, known parts of the word, or say all the sounds in the word to read it.

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.
- 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 characters wear for soccer.



After the First Reading

1. Have children confirm their predictions and talk about what Dora and her dad wore for soccer.

2. Ask questions like:

- What did they put on first? What did they put on next?
- How were their things different from each other?
- What sport are they about to play? What clues in the text and pictures do you have?
- What are Dora and her dad preparing for (practice or a game)? How do you know?
- Why do you think soccer players wear tall socks and cleats?
- Why do you think soccer players wear jerseys?
- What do Dora and her dad wear to be safe? How so?
- Why do you think Dora and her dad like to play soccer together?
- What do you like to do with a special adult?

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: To build background knowledge and

vocabulary, use interactive or shared writing to brainstorm different sports or games and list what a player needs to wear for each one. Have each children choose a type of player to draw and label his or her clothing and equipment.

Have children create their own books about getting ready for a favorite game or activity. Provide pages with the sentence frame "I wear _____."

Brainstorm a list of words to describe size (big, small, tall, short, wide, long, etc.) Starting with big and small, add -er endings to each word and talk about examples that demonstrate the word meanings.

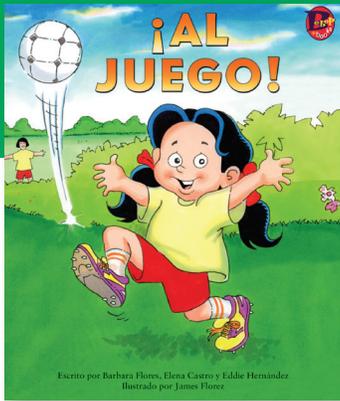
Show children a collection or pictures of pairs of items of different sizes. Use word cards or sticky notes to label items as the "bigger" or "smaller" one in the pair.

Have children read or read aloud other books about children and their fathers, such as *My Chores* (<https://www.leeandlow.com/books/my-chores>), *Who Is My Best Friend?* (<https://www.leeandlow.com/books/who-is-my-best-friend>), or *Allie's Basketball Dream* (<https://www.leeandlow.com/books/allie-s-basketball-dream>). Discuss connections between texts.

Mathematics: Write story problems that ask children to show the meaning of comparative adjectives related to size. For example, "Dora's soccer ball is bigger than Jose's soccer ball, but it is smaller than Julia's soccer ball. Draw what all the balls could look like."

Social Studies: Learn more about how and where people around the world enjoy soccer by reading aloud books, looking at maps, or viewing online content.

Physical Education: Learn some of the basic rules of soccer and play a soccer game.



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Guided Reading with **¡AL JUEGO!**

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.

Noun & Adjective Support: The following items for the game that Dora and her papá need are listed: calcetines, zapatos de fútbol, camiseta

The following adjectives are used to describe the items:
grande, chico

Print illustrations from the story, and then print the items needed on word cards. Have students match the corresponding item with the proper illustration.

Afterwards, present the adjectives from the story on word cards: más grandes (x2), más chicos (x2), más grande, más chica. Have students match the appropriate adjective underneath each illustration and item. Have students think about adjectives that indicate there is more than one item and use process of elimination to match all of the adjectives correctly with the pictures and items.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement in the title and 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.

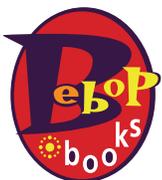
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