



Guided Reading with

WHAT SHOULD I BE?

Guided Reading: E

DRA: 6

Intervention: 7

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Overview: A boy has many costume choices for a party. Which one will he choose to wear?

8 pages, 60 words

Genre:

Realistic Fiction

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- try both short and long vowel sounds when attempting unknown words

Supportive Text Features:

- text is similar to oral language
- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- familiar content close to many children's experiences
- punctuation supports comprehension (e.g. question marks, exclamation marks)

High-frequency Words:

which, should, I, for, the, be, a, there, are, so, it, me

Phonics:

- consonant digraphs: ch, sh, wh
- contractions: doesn't, it's

National 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

ELL/ESL

¿Qué debería ser?

See back page

Getting Ready to Read

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

- Have you ever been to a costume party? How is it different than a regular party? How do people get ready for one? What are some costumes they might wear?
- How might someone feel while wearing a costume?

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

- Hold the book. Call children's attention to the title. Read: *What Should I Be?* Note how the title is a question.
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Ask children to predict the costume choices the boy has and which one he will pick.
- 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 costume each picture shows. Explain vocabulary that may be unfamiliar if you think it's necessary.

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, blend all the sounds in a word, or break a longer word into parts to read it.

4. Be aware of the following text features:

- The book contains familiar words: which, should, I, for, the, be, a, there, are, so, it, me
- The book contains content-specific vocabulary words including: costume, clown, pirate, vampire, lion, monster
- The text describes a boy’s thoughts as he wonders which costume he should choose, with the repeated phrase, “Maybe I should be a _____” on many pages.

Reading the Book

1. Set a purpose by telling children to read the book to find out which costumes the boy thinks about and which one he chooses.

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 they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and

meaning?

- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

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. Encourage children to take a guess or read past the unknown word and return to it.

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 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.



- 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 which costumes the boy thought about and what he chose.

2. Ask questions like:

- Who is telling the story? How do you know?
- Who do you think the boy is talking to? Himself? Someone else?
- Why does the boy need a costume?
- Which costumes did he think about? What did he say as he thought about each one? What did the pictures show about each costume?
- Did the boy choose a costume? What did he decide at the end?
- What's good about having lots of choices for something? What's hard about having lots of choices? How do you make a decision when you have a lot of choices?
- What advice would you give the boy to help him make his decision?
- Which costume would you like to try? Why?
- How does the boy change his appearance each time?

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: Match picture and word cards for the costumes listed in the book. Add additional ideas. Talk about the letters and word parts of some of the words.

Brainstorm question words that begin with wh, including "which" from the book. Practice writing and reading questions related to the story content.

Turn the book into a short performance by having children act it out as they pretend to try on costumes. Talk about reading fluently and reading with expression to reflect the meaning of the text.

Set up a pretend costume store in your classroom. Have children help make signs for different types of costumes. Encourage them to go "shopping" to pick out a costume.

Write about a time you dressed up in some way. How did it make you feel to wear the costume? How did you get the costume?

Social Studies: Have children read books or view web content to learn about occasions when people wear costumes in different cultures. Compile information gathered on a chart.

Art: Have children create a costume party mural by using their own photos and collage or drawing supplies to add costumes. Have them label or write descriptive sentences about their costumes.



Guided Reading: E
EDL/DRA: 6
Intervention:

Guided Reading with **¿QUÉ DEBERÍA SER?**

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. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Noun Support: The following costumes are listed in the story: un payaso, un pirata, un vampiro, un león, un monstruo

Print the illustrations from the story without the text. Then, print the costumes on word cards. Have students match the appropriate word card with the corresponding illustration.

Verb Support:

Have students experiment with changing the sentences with different subjects. What would the sentences be like if the reader was asking what “you” or “we” should be? (deberías, deberíamos)

For students engaging with both English and Spanish texts, have students note there is a question asking readers on the first and second to last page and an exclamatory statement on the last page. In Spanish, the question marks and 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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