



Guided Reading with

TAKING A BATH

Guided Reading: C

DRA: 3

Intervention: 3

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Overview: Read to find out what happens when a young boy takes a bath.

8 pages, 70 words

Genre:

Nonfiction

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
- pause at a comma and keep reading a longer sentence
- read simple plural words and verbs with -s and -es endings

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts simple ideas through text and illustrations
- text is similar to oral language
- familiar content close to many children's experiences

High-frequency Words:

when, I, a, my, come, out, so

Phonics:

- consonant digraphs: th, sh

National Standards:

- RF.K.1 (a-d), RF.K.3 (a, c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

Cuando me baño

See back page

Getting Ready to Read

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

- Why do children take baths?
- Who might help children take baths?
- What do children do in the bath?

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

- Hold the book. Call children's attention to the title. Read: *Taking a Bath*.
- Ask children to predict what the boy might tell readers about his bath time.
- Show the back cover and read the copy. Ask children to predict what will happen when the boy takes his bath.
- 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 the girl is doing in each picture.

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: when, I, a, my, come, out, so. It also includes several body part words: face, hair, arms, back, knees, feet
- The book contains one sentence per page that follows the pattern, "When I take a bath, my mom washes my ____." The last page is different.
- The last page contains an exclamation point.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what happens during the boy's bath time.

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 happens during the boy's bath.

After the First Reading

1. Have children confirm their predictions and talk about what happens during the boy's bath time.



2. Ask questions like:

- Who is telling the story? How do you know?
- What did the boy do in the bath?
- Who helped the boy take a bath? How do you know?
- How did the boy look after his bath?
- Do you think the boy likes the bath? Why or why not?
- What is the soap for? What is the wash cloth for? What is the towel for?
- When is the story most likely taking place? What makes you think so?
- How is this similar to how you get clean? How is this different?
- Why do you think the boy needs his mom's help? Why is adult help needed when getting clean and being in water?
- How does the boy and his mom keep the soap out of his eyes?
- What do you like about getting clean? What don't you like? Why?
- What would happen if the boy never took a bath? Why?
- If you were to add another chapter to the story, what do you think will happen next? Why?

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: List the body parts from the book and brainstorm additional ones. Ask children to match picture cards to words. Talk about how to use letters and sounds to read the words.

Print a photo of each child or a general picture of a person. Ask children to label body parts from the book and others using a word bank.

Encourage children to write or sketch the steps of taking a bath. What do they need to take a bath? What order of body parts and activities do they do when taking a bath? Discuss for example: do they dry off with a towel before or after the bath? Do they soap their hair before or after getting their hair wet?

Starting with the words "wash" and "bath", brainstorm lists of words that end in -sh and -th. Or, sort picture cards based on sh vs. th ending sounds.

Have children read or read aloud other books about taking a bath, such as *Bath Time* (<https://www.leeandlow.com/books/bath-time>). Discuss connections between texts.

Science: Set up a sensory table with soapy water for children to explore. Let them wash dolls or toys, or provide materials for exploring bubbles.

Mathematics: Poll the class to find out what time of day they typically get clean: in the morning or in the evening. Create a pie chart showing when children are typically getting clean.

Discuss good hand washing practices. Create a step-by-step chart together, referring to vocabulary from the book as relevant.

Music: Share songs or chants related to body part words. Show the words on a chart and make connections to the book vocabulary.



Guided Reading with **CUANDO ME BAÑO**

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.

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Noun Support: The following body parts are listed in the story that the mother washes during the boy’s bath: la cara, el pelo, los brazos, la espalda, las rodillas, los pies

Print the illustrations from the story. Then, write the names of the body parts on word cards. Have students match the word cards with the appropriate illustration from the story.

Print the feminine and masculine articles before the nouns in the story on word cards: el, la, los, las. Arrange them separately so that students can sort word cards underneath.

Separate the article from the word cards and place the articles in a row above from the body part names. Have students sort the body parts underneath the corresponding article. Consider adding the words to an article wall in your classroom.

For students engaging with both English and Spanish texts, have students note 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.

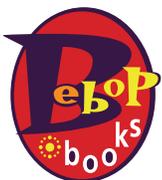
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