

Guided Reading with

Places Where I Play

Guided Reading Level: H
DRA Level: 14

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illustrated by Michael Ramirez

Overview: Read about this boy, and the special places where he likes to play and pretend.

8 pages, 157 words

Genre: Realistic fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- pause at commas and keep reading longer sentences
- maintain comprehension over more text episodes

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, like, to, there, are, where, and, on, the, in, my, when, of, with, as, if, all, am, do, you

Phonics:

- review long vowel patterns with silent e

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

ELL/ESL

Donde yo juego See back page

Getting Ready to Read

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

- What do you like to play?
- What does it mean to “pretend?” What kinds of things do kids like to pretend?

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

- Hold the book. Call children’s attention to the title. Read: “*Places Where I Play.*”
- Ask children to use the title and picture on the cover to make predictions about who the book will be about and what it will say.
- Show the back cover and read the copy. Ask children to predict what the boy might like to play and where.
- 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 the boy is doing in each one.



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 and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: I, like, to, there, are, where, and, on, the, in, my, when, of, with, as, if, all, am, do, you
- Most pages include the sentences: “I like to play ____ in the ____.” and “When I ____, I feel...”
- Vocabulary that might be unfamiliar to students includes: “World Series champion,” balcony, ranger

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.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what the boy likes to play and where he plays.

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 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?”

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 or sound chunk 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.
- Review or teach compound words as several are used in the story: hide-and-seek, baseball, backyard.
- 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 the boy liked to play and where he played.

2. Ask questions like:

- What did the boy like to play?
- How did playing ____ make him feel?
- What does the information about what the boy likes to play help you learn about him as a person? Do you think you'd enjoy playing with him? Why or why not?
- What times does the boy like to play with friends? What times does the boy like to play on his own? Do you like to play with friends sometimes as well as on your own?
- What is a special place you like to play that you would share with the boy for him to try?
- What does the boy need to play and pretend?
- Which place or activity have you tried in the story? Which would you like to play and pretend with the boy?
- What time of day do you think the boy

gets to play and pretend? What makes you think so?

- When would not be a good time to play and pretend?
- How is playing and pretending good for us?
- Why do you think children play and pretend? Why does it make us feel good?

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: Review the episodes in the book by having students work in pairs to sketch a simple map of the boy's home with symbols or labels showing what he played and where.

Have students use sticky notes to add speech bubbles to the illustrations, imagining what the boy might say during each activity, based the information in the text.

Have students turn the book into a short performance, taking turns reading aloud the description of each activity and acting out the activity described.

List the activities described on a chart along with how the boy said each one made him feel. Ask students to brainstorm their own favorite play activities and related feelings.

Explore using the language structure "When I _____, I feel like..." to describe other experiences besides play. Encourage students to use this type of descriptive language in their own writing.

Ask students to use highlighting tape or write a list of long vowel words in the book. Review different ways long vowels can be represented in spelling (silent e, vowel digraphs).

Students may not be familiar with all parts of the home in this story, such as basement and balcony. As a class, have students list different rooms or spaces found in homes. Remind students that not all homes have the same rooms. Make a visual dictionary or a diagram of

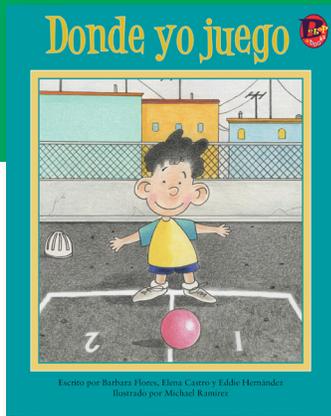
a pretend home for students to refer to as they read this story and others featuring rooms in homes.

Mathematics: Have students survey classmates about what they like to play. Have them represent their findings as a graph or chart about kids' favorite types of activities.

Social Studies: Read other books or view online content about examples of what children enjoy playing around the world. Compile information gathered in a group book or on a chart.

Read another story that celebrates children playing: *Dreaming Up: A Celebration of Building* (<https://www.leeandlow.com/books/dreaming-up>). Talk about how playing not only helps us feel good and get to see friends but also helps us learn.

Art: Have students paint or draw a portrait of themselves engaged in a favorite play activity. Ask them each to write a caption that follows the text pattern in the book.



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Guided Reading with **Donde yo juego**

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 Support

The following places that the boy likes to play are listed in the book: el parque, el jardín, el lote baldío, el balcón, el sótano

Print the places on individual index cards and show students the illustrations with the text covered. Have students match the appropriate place with the corresponding illustration.

Verb Support

The following activities are listed in the book: **jugar** en los columpios, **jugar** a las escondidas, **jugar** al béisbol, **jugar** con los juguetes, **jugar** a ser guardabosques

Print the activities on index cards. Mix up the word cards before presenting them to the students. Have students match the activities with their appropriate places and illustration from the Noun Support section of this guide.

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

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.

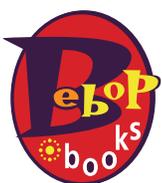
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