



BEBOP CLASSROOM CONNECTION



Guided Reading with

I Feel Happy

Guided Reading Level: H
DRA Level: 14

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

Overview: Many things make this girl feel happy. Read this book to find out what they are.

8 pages, 188 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 background and vocabulary knowledge to read unknown words
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- 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

Phonics:

- strategies for decoding multisyllable words

High Frequency Words

- I, my, is, me, because, can, in, the, have, to, at, of, a, she, and, all, our, when, we, am, see, on, do, for, like, too, it, go

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, RL.1.10

ELL/ESL

Me siento feliz

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Getting Ready to Read

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

- What's it like to feel happy? What do you notice about your body when you're happy? What makes you feel happy?
- What might make a kid feel happy at school?

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

- Hold the book. Call children's attention to the title. Read: "*I Feel Happy.*"
- 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 makes the girl feel happy.
- 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 room each picture shows.

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 sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowels sounds they may know.
- 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, my, is, me, because, can, in, the, have, to, at, of, a, she, and, all, our, when, we, am, see, on, do, for, like, to, it, go.
- Each page describes something that makes the main character feel happy. Most pages begin with “I feel happy when...” and go on to include more detail.
- All vocabulary is likely to be familiar to students.

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 makes the girl feel happy, both on regular days, and on special days.**
- 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 try to sound it out?” “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.
- 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 made the girl, Lauren, feel happy.

2. Ask questions like:

- What makes Lauren happy in the morning?
- Why do you think it feels good to get dressed without help?
- What makes Lauren happy when she starts school?
- Do any of the same things make you happy at school? Why or why not?
- What special events make Lauren happy?
- Do her experiences remind you of anything from your life?
- Why does it make Lauren happy to hear her teacher greet students each morning in their home languages?
- Do you think school is an overall positive place and space for Lauren? What makes you think so?
- What makes you happy at school that you think



Lauren might like as well?

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 filling in sentence frames orally or in writing that read: "Lauren feels happy when _____."

Together, create a concept map for the word "happy." Use examples from the book to generate vocabulary related to feeling happy, such as "capable," "proud," "excited," "interested," etc.

Talk about using examples or episodes from a book to make inferences about a character. Make a list of character traits for Lauren, based on the information she shares in the book about what makes her happy.

Use examples from the book to talk about visualizing as readers. Have pairs of students turn each example into a very brief skit that shows what they visualize happening at that part. (For instance, have one student play Lauren and one play the teacher greeting the class in different languages.)

Make a chart of other feelings words and sketch each feeling for students to refer back to throughout the year.

As a class, brainstorm a list of synonyms for happy for students to use in their writing: content, joyful, jolly, cheery, and so on.

Sort words from the book based on their r-controlled vowel pattern (e.g., morning, stories, arrive, start, teacher, discover). Add other words with r-controlled vowels to each category.

Contrast r-controlled vowel words with words that include consonant blends with r (dress, drawing, trip). Write statements describing each type of phonetic principle. (E.g., "An r-controlled vowel is a vowel with an r after it. The vowel sounds different." "A consonant blend with r includes another consonant sound (like c, b, d, f, or t) with r. The two sounds blend together.")

Social Studies: Have students survey others at school about what makes them happy. Discuss findings and look for patterns. Talk about ideas for ways students can promote others' and their own happiness and make some action plans!

Art: Have students paint or draw a portrait of themselves feeling happy. Encourage them to include details in the portrait that show how their body looks when happy, and some details to suggest situations that make them happy.

Music: Play and dance to "If You Are Happy and You Know It." Let students come up with additional movements and actions, such as "If you are happy and you know, flap your wings, etc.



Guided Reading with **Me siento feliz**

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.

Verb Support

The following action verb phrases are used to describe why

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the girl feels happy throughout the story:

- Me siento feliz porque: me puedo vestir sola
- Me siento feliz cuando: llego a la escuela al comienzo de un nuevo año
- Me siento feliz cuando: empezamos nuestro trabajo escolar
- Me siento feliz cuando: veo todos los libros que hay en mi escuela
- Me siento feliz cuando: todas las respuestas de mi tarea son correctas
- Me siento feliz cuando: gano un premio por mi dibujo

After students read through the sentences and examine the pattern, have them write a sentence using the same format from the book about what makes them feel happy. Have them think about the writer's style and how the author describes how and why the girl feels happy on each page.

Afterwards, have students highlight the verbs used in each of the sentences in one color, and then highlight the nouns in a different color. Have students then identify the verbs and nouns in the unique sentence that they create.

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.

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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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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