



Guided Reading with

WANT TO PLAY?

Guided Reading: H

DRA: 14 Intervention: 14

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Overview: Pablo and his friends are having fun at the park. Should they play basketball? Or follow the leader? They have to find the perfect game everyone can play.

32 pages, 452 words
+ activities page

Genre: Realistic Fiction

Focus:

- reading and following conversation
- reading with expression
- following a longer story
- connecting personal experiences with a story
- sequencing events

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures
- consistent placement of text
- pictures support and extend the story

High-frequency Words:

a, after, an, and, are, asked, away, be, but, can, could, do, go, going, he, her, here, his, I, in, into, is, it, like, look, me, my, now, of, on, over, play, put, said, see, so, the, them, then, there, they, to, too, up, very, was, we, went, were, what, where, with, you

Common Core Standards

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

Getting Ready to Read

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

- Tell me what friends do when they play together. What might you see friends doing on a play date?
- Tell me some things children might do on a warm, sunny day. What about on a cloudy or rainy day?
- Tell me how you decide with your friends what to play.

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

- Call children’s attention to the title. Read: “*Want to Play?*”
- Ask children to use the title and the picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children what Pablo and his friends might do together at the park.
- 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 tell what they see happening in the story as they turn the pages.

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 to unlock the meaning of the word.
- Tell children to think about words that would go with a story about playing at a park and that begin with the letter of the unknown word. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 1, the title page, has a picture that introduces all the children in the story.
- Page 3, the contents page, has a picture of the neighborhood.
- The book contains numerous high-frequency words and many other familiar words.

- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different numbers of sentences on each page; many sentences require a return sweep.
- The story events are predictable relative to playing in a park.
- Compound words are used: *sometimes, outside, basketball, into, something, onto, playhouse, everyone, follow the leader, merry-go-round, sandbox, seashells, spaceship.*
- Exclamation points are used to emphasize responses.
- The pictures enhance the story, but most of the story is told in the text.
- The last page has additional activities to extend the story.

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. This is a time to build fluency and independence.



Reading the Book

1. Set a purpose by telling children to find out what Pablo does while he is at the park with his friends and how his friends take turns choosing what to play next.

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 and asking him or her to read to you quietly. 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, audible comments, rereading, turning back to a page. You may wish to record these "noticings."

3. Look for these reading behaviors during children's first reading:

- Do they use multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self correct?
- Do they rely less on pictures and more on print when reading?
- Do they have a strong sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use known sound chunks to read unknown words?

- Do they easily move from page to page?
- Have they started to use punctuation to gain meaning?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?

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 as 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 will 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:

- 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.
- Point out the following compound words: *sometimes, outside, basketball, into, something, onto, playhouse, everyone, sandbox, seashells, spaceship*; one open compound: *follow the leader*; and one hyphenated compound word: *merry-go-round*. An open compound word is two separate words that make up a compound unit of meaning. A hyphenated compound word is two separate words joined with a hyphen that make up a compound unit of meaning. Review how compound words are formed from two shorter words and how this is sometimes a clue to their meanings.
- 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 sentence or story.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Call attention to the following contractions: *I’m, let’s, it’s*. Review the use of an apostrophe to take the place of the missing letter(s).

- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, and question marks in dialogue. Talk about the use of quotation marks to indicate dialogue, and the role of commas and exclamation points as clues to reading with expression.
- Work with the verb ending “-ed” and explore the different sounds the spelling pattern can represent: /d/ sound in *closed*, /t/ sound in *walked*, /ed/ sound in *wanted*. Also explore how the “-ed” ending gives information about when an action occurred.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *Want to Play?* to review how Pablo and his friends find an activity they can all do together.

After the First Reading

- 1. Have children confirm their predictions about what happened in the story and tell what they learned about making choices with friends about what to play.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.



3. Talk about how Pablo might have felt while playing with his friends and later with his sisters. Let volunteers tell about their experiences playing with friends or siblings.

4. Talk about why Pablo may have enjoyed playing with his friends and sisters rather than reading. Discuss why Pablo comes up with the idea to play with his sisters at the end of the story.

5. Make a list of all the ideas Pablo and his friends come up with for playing together. Label which character suggested each activity.

6. Ask children to talk about anything in the story that surprised them.

7. Discuss the lesson in the story that could help children in their real lives.

8. Brainstorm with children what might happen after the end of the story.

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

Art: Encourage children to think about their favorite activities to do at a park or playground and at recess. Ask children to design their dream park or playground on poster or chart paper. To get started, come up with a list of typical features and items you find at a park or playground. Ask children for their ideas on improving these features and items. For example, what might their dream slides or swings look like?



Science: Have children feel their pulse after they have been sitting for a while. Then engage children in some exercise. Have them feel their pulse again. Discuss what has happened. Look at the pictures in the book and identify the activities that would make children's heart rates increase. Share with children how exercise keeps us healthy. Children can then choose a play activity that raises their heart rates and draw pictures of themselves exercising. Finally, have children reflect on which activities would be the most fun to do with a friend.

Math: As a group, list different activities children enjoy doing with their friends. Then ask each child to vote for his or her favorite. Make a graph that shows the activities and how many children like each activity. Draw some conclusions based on the finished graph.

Social Studies: Learn more about the parks in the children's community. Make a list of all the parks and/or playgrounds and mark them on a map of the area. With children, figure out which park or playground is closest to the school or children's neighborhoods.

As a group, make a list of rules that people should follow when visiting a park or playground. Talk about safety and how the rules keep children safe. Which rules show respect for others? Which rules show respect for nature?

Writing: Have children write stories about a time they played with their friends or siblings. Encourage children to write about a recent and real event.

In *Want to Play?*, each child takes a turn coming up with a new activity for the group to play. If children were to add to the story, what activity might Lily suggest for the group? Have children write a paragraph to suggest an activity and explain why it would be a good activity for the group.



BEBOP CLASSROOM CONNECTION



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English Language Learner Teaching Activities With WANT TO PLAY?

The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.
3. Depending on children's level of English proficiency, after the second reading:
 - Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
 - Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.
4. Have children give a short talk about which activity in the story they enjoy themselves. Alternatively, students can describe another activity the children in the story can play.
5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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