



BEBOP CLASSROOM CONNECTION



Guided Reading with

I Am Upset

Guided Reading Level: H
DRA Level: 14

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Overview: Everyone gets upset sometimes. In this book you will see how this boy's family helps him feel better.

About the Book

Page number: 8, Word Count: 197

Genre: Nonfiction

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- read and understand common contractions

- read varied sentences fluently, with expression and stamina
- use text to visualize story events, with less support from illustrations
- maintain comprehension over multiple paragraphs and 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 or abstract language

High-frequency words:

- *I, am, because, my, how, to, it, and, what, do, be, will, then, we, can, is, me, she, that, so, about, them*

Contractions:

- *don't, it's, won't, didn't, let's*

Phonics:

- syllabication of multisyllable words with open vs. closed syllables (e.g. upset vs. robot)
- R-controlled vowel er (e.g. better, together, understands)
- vowel diphthongs oy, ou, ow, oo (e.g., annoyed, toys, outside, about, how, down, soon)

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: *Estoy enojado*

See last page

Getting Ready to Read

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

- What's it like to feel upset? What do you notice about your body when you're upset? What makes you feel upset?
- When you're upset, who or what helps you feel better?

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



- Hold the book. Call children's attention to the title. Read: "I Am Upset."
- Ask children to use the title and picture on the cover to make predictions about who the book will be about.
- Show the back cover and read the copy. Ask children to predict what makes the boy feel upset and how his family helps him feel better.
- 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 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 look for chunks of words they know, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the story.

4. Be aware of the following text features:

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: upset, better, scream, understands, "calm down," annoyed, "take a big breath," "accept my feelings."

- Each page describes a scenario in which the boy feels upset and a family member helps him. Most pages begin with "I am upset because..." Most pages contain multiple paragraphs.

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. Students are likely still learning new phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

- 1. Set a purpose by telling children to read the book to find out about what makes the boy upset and how his family helps him.**
- 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?" "Did you try sounding out letter by letter?"

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used. Connect the letters to the sounds in each word.
- Review how to decode a word left to right or one syllable at a time, looking for parts of words that are familiar.
- 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 boy feel upset and how his family helped him.
2. Ask questions like:
 - What made the boy upset first? What did the Dad say? Why do you think that helped the boy feel better? How would you have felt in that situation?
 - What made the boy upset next? What did the Mom say? Would that have helped you? Why or why not?
 - Why did the boy get upset about his toys? What other words could you use to describe how he felt? How did his Aunt Lea help?
 - What do you think the boy means by “accept my feelings and talk about them?” Why is this strategy helpful when someone is upset?
 - Imagine a friend or sibling is upset. What might they say or do? How would you help?
 - Do you always need someone to help you when you are upset? What could you do to help yourself?
 - Why do you think the authors want to share this story with young people?
 - How do you feel better when you are upset? Who helps you accept your feelings?
 - Why do you think it is important to recognize you are feeling upset, rather than pretend you are not or hide your feelings?
 - Why do you think people get upset sometimes?

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: “The boy feels upset when _____. _____ helps him feel better.”

Together, create a concept map for the word “upset.” Use examples from the book to generate vocabulary related to feeling upset, such as “frustrated,” “helpless,” “disappointed,” and “annoyed.”

Talk about using examples or episodes from a



book to make inferences about a character. Make a list of character traits for the boy, based on the information he shares in the book about what makes him upset and what helps him.

Read other books that explore emotions, such as *Feel Happy* (<https://www.leeandlow.com/books/i-feel-happy>). Make connections between texts.

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 the boy and one play his dad talking to him about his broken robot.)

List words from the book with the r-controlled vowel pattern er (e.g., better, together, understand). Practice reading and spelling other words with this pattern.

List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables and how that's helpful to read the words. Talk about examples of different types of syllables. (For example, "robot" has one open and one closed syllable; "better" has one closed syllable and one r-controlled vowel syllable.)

Create a chart for diphthongs with o (oy, ou, ow, oo). Talk about the sound each diphthong usually spells, and how they compare to the sounds each vowel makes alone. Add example words from the book to the chart and practice reading and spelling other example words.

Social Studies: Have students survey others at school about what helps them when they are upset. Discuss findings and look for patterns. Have students make reminder signs about ways to help

others when they are upset. Post them in your classroom or around your school.

Art: Have students paint or draw side-by-side portraits of themselves when they feel upset and doing something that helps them feel better. Encourage them to include details in the portrait that show how their body looks in each situation.

Music: Talk about how music can impact how you feel. Ask students to imagine they are feeling upset. Play different examples of music and discuss whether the music helps them feel better, and how.



Guided Reading with **Estoy enojado**

Noun Support

The following nouns are listed in the story when the young boy is describing when he is mad: robot, papá, sentimientos, juguetes, mama, Tía Lina, mi familia,

Print each noun on individual index cards that are small enough to be labels. Photocopy the illustrations and cover the text so that students cannot see the nouns. With the word cards, have students place the appropriate word card for the noun on the photocopied illustrations.

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Verb and Adjective Support

The following adjectives are used to describe the situations when young boy being upset:

enojado, favorito, triste, mejor, lloviendo, juntos, molesto, profundo, callados

The following action verb phrases are used to describe why the young boy is upset:

Estoy muy enojado porque...

Estoy enojado porque...

Estoy enojado y...

___ me ayuda a sentirme mejor.

After students read through the sentences and examine the pattern, have them write a sentence using the same format from the book about something that makes them upset. Have them think about the writer's style and how the author describes each scenario where the boy is upset.

Encourage students to write or share a sentence with a partner that uses each of the words that describes the situations where the young boy was upset.

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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