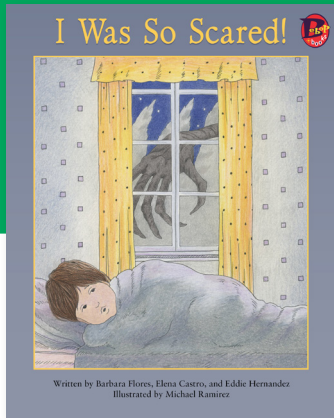




BEBOP CLASSROOM CONNECTION



Guided Reading with

I Was So Scared!

Guided Reading Level: I
DRA Level: 16

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

Overview: This boy was so scared. Read this book to see why he felt this way.

8 pages, 169 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, including content-specific vocabulary, 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
- use context and illustrations to understand unfamiliar vocabulary
- maintain comprehension over more text episodes

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some content-specific vocabulary
- varied sentence lengths and formats

High-frequency words:

- *I, was, a, my, it, in, and, to, the, as, if, come, they, were, have*

Phonics:

- oi/ou/oo vowel diphthongs (noise, outside, sounded, room, moonlight)

Common Core Standards:

RF.1.1, RF.1.2, RF.1.3, RF.1.4

RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10

ELL/ESL

¡Qué susto me dio!

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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 scared?
- What might make someone feel scared?
- What's "imagination?" How could your imagination make you scared sometimes?
- Why might some people feel more afraid at nighttime? What is special about the night?

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

- Hold the book. Call children's attention to the title. Read: "*I Was So Scared!*" Talk about the exclamation mark in the title and practice reading the title together accordingly.
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict what will make the boy feel scared.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures.



- Ask them to tell what they notice about the pictures as they turn each page. Preview vocabulary if you think it's necessary.

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 vowel 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, including the high frequency words I, was, a, my, it, in, and, to, the, as, if, come, they, were, have.
- Content-specific vocabulary words and phrases include: "tree branch," "strong wind," gnarled, "giant ogre," shadows, moonlight, scratching, enormous, dragons, imagination
- Each page portrays a boy describing something that made him feel scared when he was trying to sleep. Key phrases and structures repeat, such as "One night..." "I was so scared!" "But it was..."

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes

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 as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what makes the boy feel scared.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the story about?" or "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 make notations about what you observe.

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 showing signs of understanding the story?
- 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?
- How are they dealing with conversations in the text
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Are they drawing conclusions and making 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 sounding 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- 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.
- Model how to use the repeating patterns in the text to solve words and read fluently.

After the First Reading

1. Have children confirm their predictions and talk about what made the boy feel scared.

2. Ask questions like:



- What did the boy think he heard when he was falling asleep? What was it really?
- What did the boy think he saw when he was falling asleep? What was it really?
- What did the boy hear while he was sleeping? What did he think it was? What was it really?
- Did the boy really see enormous dragons? Explain what happened.
- What did the boy say at the end of the book?
- How can having a good imagination be both good and bad?
- What are some things you could tell yourself when you feel scared to help you feel better?
- Why do you think the authors wanted to share this book with kids?
- What are some things people can do not to feel scared in the dark or at nighttime?
- Do you think older children and adults can also be afraid? Why?
- What advice do you have for this main character to fall back asleep?

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: Use a tree branch, flashlight (to make a shadow) and a stuffed cat as simple props for students to act out the story as you re-read it aloud as a group. Talk about how to show the boy's fear and then relief with his facial expressions.

Together, make a two-column chart to summarize the story. List what the boy thought he saw/heard on one side, and the actual event on the other side.

Talk about how text can spark sensory images. Re-read some of the sentences from the text and talk about what students imagine hearing/seeing/feeling.

Compare the lengths of a shorter sentence and a longer sentence from the book. Practice reading some of the longer sentence fluently. Note the increased stamina required. Point out how commas or transition words are good places to take a breath.

Sort words from the book into categories for the vowel diphthongs oi, ou, and oo (noise, outside, sounded, room, moonlight.) Talk about the sound of each diphthong. Brainstorm or sort word or picture cards for other words that include these diphthongs.



Also mention words from the story that include these letter combinations but do not follow the standard sound patterns, such as “enormous” and “good.”

Read more stories about feeling scared: *Marisol McDonald and the Monster / Marisol McDonald y el monstruo* (<https://www.leeandlow.com/books/marisol-mcdonald-and-the-monster-marisol-mcdonald-y-el-monstruo>), *Ghosts for Breakfast* (<https://www.leeandlow.com/books/ghosts-for-breakfast>), and *The Closet Ghosts* (<https://www.leeandlow.com/books/the-closet-ghosts>).

Writing: Have students write a letter or sketch advice to the child in the story about how to be brave at nighttime. What do they do to be brave?

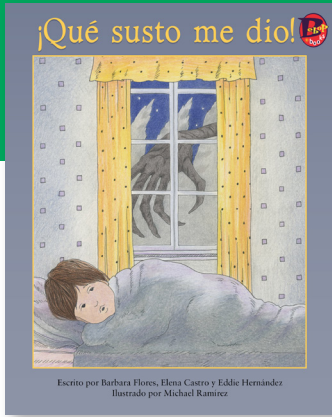
Science: Experiment with shadows or sounds, using the book for inspiration. Use a flashlight to create shadows on the wall of various objects and talk or write/draw about what they make students imagine. Or, gather a variety of items and tap/scratch them on the outside of a door, window, or makeshift partition. Talk or write about what the sounds make students imagine.

Social Studies: Make a concept map for the word “scared.” Include words and phrases to describe how being scared feels physically, gradients of feeling scared (e.g. nervous vs. terrified), and examples of scary situations. Then, make a list of ways to manage feeling scared, such as talking to a trusted adult or using positive self-talk.

Art: Have students create a self-portrait titled “I was so scared!” to practice including thought bubbles in their drawing. Ask them to draw themselves in a scene including the real circumstances, and include a thought bubble about what scary thing they imagined.



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Guided Reading with **¡Qué susto me dio!**

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DRA Level: 16

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 & Adjective Support

The following objects are used throughout the story to describe what the boy experiences and what he's actually afraid of: ruido/una rama; una mano/las sombras de las ramas; rasgaños/mi gatito
The following adjectives are used throughout the story to describe how the boy is scared of different objects: fuerte, grande y arrugada, gigante, brillante, fuertes, enormes

Verb Support

The following verbs are used to describe how the boy senses his fear: oír and ver
Print all of the different objects that the boy experiences (ruido) and then what it actually ends up being (una rama) all on index cards. Afterwards, print the adjectives on separate word cards. Print "oír" and "ver" on index cards. Then, have students match all of the different parts of the story with their appropriate adjectives and verb from the story.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements used throughout the story. In Spanish, the exclamation points 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.

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.

INT. (Intervention) Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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