



Guided Reading with

MY TOYS

Guided Reading: B

DRA: 2

Intervention: 2

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Overview: A boy plays with many toys. Read and find out which ones he likes.

8 pages, 38 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- use illustrations and initial sounds or parts of words to read unknown words
- notice rhyming words in the text

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- text is similar to oral language
- rhyming words in text

High-frequency Words:

I, play, with, my, like, to, with, all

Phonics

- initial consonant sounds: t, g, b, d
- initial consonant blends: pl, tr
- word families: -oat, -uck

National Standards:

- RF.K.1 (a-d), RF.K.2 (a), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.3

ELL/ESL

Mis juguetes

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Getting Ready to Read

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

- What toys do you enjoy? What do you do with your toys?
- What other kinds of toys might a child like?

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

- Hold the book. Call children's attention to the title. Read: *My Toys*
- Ask children to predict what toys will be in the book.
- Show the back cover and read the copy. Ask children what the boy might play.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice who or what is in each photograph.

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 at the pictures and the beginning sound of the word.
- Remind children to point to the words as they



read.

4. Be aware of the following text features:

- The book contains familiar words: *I, play, with, my, like, to, all*
- The book contains one short sentence per page with a patterned structure. The last page is different.
- Each sentence ends with a word that rhymes with the other sentence on the same spread.
- There is strong picture-text correspondence to support the introduction of the new vocabulary.
- This book contains several rhyming pairs of words.

Reading the Book

1. Set a purpose by telling children to read the book to find out how what the boy plays.

2. Have children read quietly, but out loud. 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.

3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?

- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

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

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what each page is about.

After the First Reading

1. Have children confirm their predictions and talk about what the boy played.



2. Starting with the title page, have children look at the pictures in order and tell the story in their own words. Encourage children to pay attention to both where the boy plays and what he plays with.

3. Ask questions like:

- What toys did the boy have?
- What did he do with each toy? How could you tell?
- Where did he play? How could you tell?
- Who did the boy play with? Do you like to play alone or with someone?
- Why do you think he played with certain toys in certain places? For example, where did he play with his boat and duck? Why?

4 Have children tell what they think might happen next in the story.

After the Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Have students match sticky notes with words from the book (train, plane, boat, goat, truck, duck) to corresponding pictures of toys or real objects. Talk about using beginning letters to identify each word. Talk about using the letters in each word to distinguish between the word and other possible names for the object (e.g., airplane vs. plane).

Match pictures or real objects that rhyme, starting with those from the book and adding on others. Brainstorm other words that rhyme with the rhyming pairs in the book.

Brainstorm different toys children might enjoy. Have students create their own books about toys they like. Provide blank pages with the sentence frame "I play with my _____," provide the high frequency words for children to cut and glue, or provide a model and ask them to write themselves.

Read aloud or have students read other books about play, such as *Bath Time* (<https://www.leeandlow.com/books/bath-time>), *Elizabeth's Doll* (<https://www.leeandlow.com/books/elizabeti-s-doll>), or *Want to Play?* (<https://www.leeandlow.com/books/want-to-play>). Compare and contrast how children play in each book.

Mathematics: Use real small toys for counting practice or create toy story problems for students to depict with real objects or drawings. For example, "I have 2 trains and 3 planes. How many toys do I have?"

Social Studies: Look at pictures of children playing around the world. Write sentences to go with the pictures following the text pattern of the book. Talk about how all children like to play, even if the items they use as toys vary.

Physical Education: Play "Toy Simon Says." Ask children to move like the toys from the book (e.g., "Zoom like a plane"), and add on others.



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Guided Reading with **MIS JUGUETES**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following toy names are listed: trenecito, avioncito, cabrito, barquito, camioncito, patito

Explain to students that “ito” at the end of the name indicates that object might be smaller, or miniature versions of the larger object.

Print photographs of the larger objects mentioned in the story (i.e. a photograph of a real plane, real train, etc.) and have students match picture cards of the toys mentioned in the story to the photographs of the real objects. Then, replace the photographs with word cards (i.e. avión, tren) and have students match the diminutive version of the word with the base word.

Have students match the base word with the word that ends in “ito”:

Tren- trenecito

Avion- avioncito

Cabra- cabrito

Barco- barquito

Camión- camioncito

Pato- patito

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

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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