Let’s Have Fun!
by Marty James

Fountas-Pinnell Level B
Nonfiction

Selection Summary
Brothers and sisters like to read, play, dance, jump, and ride together.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Series of first-person narrators</td>
</tr>
<tr>
<td>Content</td>
<td>• Children enjoy a wide range of familiar activities.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Siblings can enjoy having fun together.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>• Repetition</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Four-word and five-word sentences in repeated pattern: I have a sister. She can help me.</td>
</tr>
<tr>
<td>Vocabulary Words</td>
<td>• Each page introduces name of depicted activity: read, play, dance, jump, ride</td>
</tr>
<tr>
<td>• Highlighted high-frequency words: have, help</td>
<td></td>
</tr>
<tr>
<td>• One-syllable words; one two-syllable word: sister</td>
<td></td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Photo above text on each of five pages</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Two lines of text per page, extra space between words</td>
</tr>
<tr>
<td>• One exclamation point</td>
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</tbody>
</table>

**Let’s Have Fun!** by Marty James

**Build Background**
Read the title to children, and have them tell how the two children in the cover photograph are having fun together. Explain that the two children are a brother and a sister. Ask: *What are some other things that a brother and sister might enjoy doing together?*

**Introduce the Text**
Guide children through the text, helping with unfamiliar words so that they can read the text successfully. Point out the sentence pattern repeated on each page: *I have a sister. She can help me ___.* Here are some suggestions:

**Page 2:** Explain that this book shows brothers and sisters having fun together. On every page, one child in the photo tells what is happening. Remind children that the information in the pictures can help them read. *Suggested language:* Turn to page 2. *What are the brother and sister doing? They are reading a book. The boy says:* I have a sister. She can help me read. *Say the word have.* The word have begins with the /h/ sound and the letter h. Put your finger under the word have.

**Page 3:** Turn to page 3 and look at the picture. *These sisters are playing a game together. What will one sister say? She says:* I have a sister. She can help me play. *Say the word help.* What letter would you expect to see first in the word help? Find the word help and put your finger under it.

**Page 4:** Turn to page 4. *What will one sister say on this page?* Now turn back to the beginning and read to find out all the things these brothers and sisters do together.

**Words to Know**
Have children turn to the Words to Know at the back of the book. Read each word aloud and then together. Explain any unknown words. Tell children to look for these words as they read.

**Words to Know**

- have
- help
Read
Now have children read *Let's Have Fun!* softly while pointing under each word. Observe children as they read.

Respond to the Text

Personal Response
Ask children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found interesting.
*Suggested language:* Which activity in this book looks like the most fun? Why?

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sisters and brothers have fun together when they read, play a game, dance, jump rope, and ride their bikes.</td>
<td>• Sisters and brothers bond when they do things together.</td>
<td>• The writer wants to show different ways that sisters and brothers can have fun.</td>
</tr>
<tr>
<td>• Siblings can help each other do things and have fun at the same time.</td>
<td>• Children can have fun doing things indoors and outdoors.</td>
<td>• Each page has a photo of two children from the same family.</td>
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<tr>
<td></td>
<td></td>
<td>• The writer uses the same sentence pattern on each page.</td>
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</tbody>
</table>


Choices for Support

Concepts of Print
Have children name the capitalized letter of the first word in each sentence and point to the last word.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:

• **Listening Game** Have children listen for words that rhyme with *play*. Say *play* and another word such as *day*. Have children raise their hands if the two words rhyme and keep their hands in their laps if the words do not rhyme. Additional words to use: *ride, stay, day, we, pal, gray, my, way, please.*

• **Segment Sentences** Say a sentence of three to five words, speaking naturally, and have children say each word separately. Example sentences: *We can ride bikes; We like to run; This game is fun; The sisters play. I have a sister.*

• **Build Words** Materials: magnetic or cardboard letters. Have children use the letters to build the words *have* and *help* one or two times.
Writing About Reading

Vocabulary Practice
Read the directions and have children complete the Vocabulary questions on BLM 27.1.

Responding
Have children complete the vocabulary activities on page 7.

Building Vocabulary

Family Members
Build on the relationships shown in Let's Have Fun! to talk about names for family members. Suggested language: This book shows sisters and brothers. A sister and a brother are in the same family. Who else can be in a family? Can a daughter be in a family? As children suggest names of family members, write their words on the board or chart paper. Begin the list with the words: Look at the.

(Possible suggestions: father, mother, son, grandmother, grandfather, great-grandmother, great-grandfather, cousin, aunt, uncle, niece, nephew, grandson, granddaughter)

Read the completed list aloud with children, pointing to each word. Look at all the names for people in a family!

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Which activity in the book do you like to do best? Draw a picture of it.
Write about why you like it.
**English Language Learners**

**Front-Load Vocabulary** Preview the photos to make sure children know the words *read, play, dance, jump, and ride.*

**Oral Language Development**

Check the children's comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> Which children play?</td>
<td><strong>Speaker 1:</strong> Name two things that children do in this book.</td>
<td><strong>Speaker 1:</strong> Name all the things that children do in this book.</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> [Points to children playing.]</td>
<td><strong>Speaker 2:</strong> Possible answers: read, play, dance, jump, ride</td>
<td><strong>Speaker 2:</strong> They read.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Which children dance?</td>
<td><strong>Speaker 1:</strong> What do the brother and sister on page 2 do?</td>
<td><strong>Speaker 1:</strong> What do all the children in this book do?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> [Points to children dancing.]</td>
<td><strong>Speaker 2:</strong> They read.</td>
<td><strong>Speaker 2:</strong> They have fun together.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> What do these children do?</td>
<td><strong>Speaker 1:</strong> What children do in this book.</td>
<td><strong>Speaker 1:</strong> Name all the things that children do in this book.</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> jump</td>
<td><strong>Speaker 2:</strong> They read.</td>
<td><strong>Speaker 2:</strong> They have fun together.</td>
</tr>
</tbody>
</table>

**Words to Know**

Circle the words have and help in the sentences.

1. I have many to read.
2. will help me read the books.
3. I have fun when reads to me!

Both words start with this letter.
Let’s Have Fun!

Which activity in the book do you like to do best? Draw a picture of it.

Write about why you like it.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Words to Know

Circle the words have and help in the sentences.

1. I have many 📕 to read.
2. 👪 will help me read the books.
3. I have fun when 👪 reads to me!

Both words start with this letter.

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<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
</table>
| 2    | I have a sister.  
     | She can help me read. |        |                 |
| 3    | I have a sister.  
     | She can help me play. |        |                 |
| 4    | I have a sister.  
     | She can help me dance. |        |                 |
| 5    | I have a sister.  
     | She can help me jump. |        |                 |
| 6    | I have a sister.  
     | We have fun! |        |                 |

Comments: 

Behavior Code Error

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>® cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{43} \right) \times 100\%
\]

Self-Correction Rate

\[
\text{Self-Correction Rate} = \left( \frac{\# \text{ errors} + \# \text{ Self-Corrections}}{\# \text{ Self-Corrections}} \right)
\]