



Guided Reading with

PUNCHED PAPER

Guided Reading: J

DRA: 18

Intervention: 17

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illustrated by Dani Sneed

Overview: There's going to be a classroom fiesta and it's time to make decorations. See how two Latino children turn some plain colored napkins into a colorful cut paper banner.

16 pages, 253 words +
Informational Note

Genre: Nonfiction/Instructions

Focus:

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- reading and following conversation
- following instructions
- reading nonfiction information

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures
- sequential events

Phonics:

- soft /g/ consonant sound

High-frequency Words:

is, going, to, have, a, we, all, do, and, I, make(s), in, the, find, what, can, how, about, use, these, she, it, up, on, this, you, then, now, with, out, my, your, look, at, more, when, are, have, day, who, made, did

Common Core Standards

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

ELL/ESL

Papel picado

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Getting Ready to Read

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

- Have you ever made decorations for a party? What did you make? How did you make it?
- What kinds of things can you make with just some paper and a pair of scissors?
- How might we decorate our classroom for a party?

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

- Hold the book. Call children's attention to the title. Read: "*Punched Paper*." Talk about the title and what it might really mean.
- Ask children to use the title and photograph on the cover to predict what they would expect to read about in the book.
- Show the back cover and read the copy. Ask children to think about what the two children might make with the supplies.
- Have children suggest some words they might read in the book.
- Give children the book and have them look through it. Ask them to find some hints



about what happens in the story. Also call their attention to the informational note.

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. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about what they know about making decorations for school parties and special events. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form. Question marks indicate what the characters say in conversation.
- The events are sequential and provide specific instructions.
- The photographs support and extend the text, but most of the meaning is contained in the text.
- The last page contains nonfiction

information about the origin and uses of punched paper.

- There is a lesson embedded in the story.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children 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 about how two children make decorations for a class party.

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 them to continue reading. As they read,



watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

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 reading fluently?
- Are they using punctuation to gain meaning?
- How are they dealing with the 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? Do they laugh? smile? frown?

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?"

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.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a sentence or story. Explore the lesson the author was trying to convey.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Determine whether or not children read and understood the copy on page 16. Explore how this information helps readers understand the background of



the story and gain more information about the topic in the story.

- Review using punctuation marks to guide the meaning-making process. Talk about the use of quotation marks to indicate dialogue, and the role commas, question marks, and exclamation points as clues to reading with expression.
- Work with words from the story with soft /g/ consonant sound: edge/edges. Explore other words with this sound in initial, medial, and final positions. Also compare these words to words with the /j/ sound.
- Work with the prefixes “a-” and “un.” Review their meanings and explore how the prefix affects the meanings of the following words in the story: across, along; unfold.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit PUNCHED PAPER to review the sequence of events in the instructions for making punched paper decorations.

After the First Reading

- 1. Have children compare and confirm their predictions with what actually happened in the story.**
- 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. Connect the story to children’s own experiences with making paper crafts or decorations for parties or other events.**
- 4. Discuss how the children help each other as they make punched paper decorations.** What can friends learn from this story?
- 5. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the story.**
- 6. Have children take turns reading aloud the conversations in the story.** Encourage children to make their reading sound like talking.
- 7. Talk about the information on page 16.** How does it help children understand why these decorations are special? Have volunteers tell about special decorations their families make for holidays, parties, or other special occasions.

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: Have children make punched paper decorations following the instructions in the book. Other instructions are available here: <http://pbskids.org/zoom/activities/do/papelpicado.html> Encourage them to experiment with other designs. String children's punched paper together to make a banner for the classroom.

Read aloud *MAGIC WINDOWS / VENTANAS MÁGICAS* by Carmen Lomas Garza (<https://www.leeandlow.com/books/2825>).

In this story, Carmen Lomas Garza teaches and shares the traditional folk art of cut-paper art. Have children try a design step by step with *MAKING MAGIC WINDOWS: CREATING PAPEL PICADO / CUT-PAPER ART* by Carmen Lomas Garza (<https://www.leeandlow.com/books/2857>).

Show children how to make a snowflake with paper and scissors. Discuss how this is similar and different from punched paper from Mexico. When are these crafts used? From where do they originate? What meaning do these crafts have for the people who make them or the holidays they are created for?

Music: Encourage children to learn some songs from Mexico. Lyrics and music for several children's songs in both Spanish and English can be found at: www.mamalisa.com/world/mexico.html You may also wish to share with children some of the songs and rhymes in *ARROZ CON LECHE: POPULAR SONGS AND RHYMES FROM LATIN AMERICA* by Lulu Delacre.

Science: Let children experiment with several different kinds of paper (tissue paper, copy paper, construction paper, cardstock, wax paper, and so on). Have children predict how easy or hard it will be to cut each type of paper by arranging them from easiest to most difficult. Then let children try cutting the papers. Discuss the results and see how they compare to children's predictions. Also elicit children's ideas about why it is easier to cut some paper than others.

Math: Explain the concept of symmetry using some of children's punched paper as examples. Then have them look for other objects that are symmetrical. For example, a human face and a heart shape are symmetrical. The letters, A, H, M, O, T, U, V, W, X, and Y are symmetrical.

Social Studies: Look at a map or globe of Mexico with children. Have children find Mexico, the United States, and the part of the United States where they live. Estimate how far they are from Mexico. What countries border Mexico? What oceans or seas is Mexico near? What is the capital?



Talk about how Maria and Andy cooperated and shared as they worked on the decorations. Then read RENT PARTY JAZZ by William Miller

(<https://www.leeandlow.com/books/2440>).

In this story, an entire neighborhood cooperates and shares to help pay the rent for one of the families. Elicit children's ideas about why cooperation is so important in a community.

Writing: Have children rewrite the instructions in the book as a chart with numbered steps for making punched paper.

Have children describe a time they prepared or decorated for a classroom party or celebration and how they felt. Alternatively, have children describe the kinds of decorations they make for celebrations in other parts of their lives.

Have children write the instructions of one of their favorite activities or crafts.



Papel picado



por Dani Sneed y Josie Fonseca
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PAPEL PICADO

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All 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. The focus of the teacher's support should be on building comprehension, fluency, and confidence. This is a time for growing independence. 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.

The Spanish edition has many familiar words. The story is written in narrative style. If children do not know some of the words, present them with synonyms, to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary.

Help children find a way to read the text with expression, especially the conversations between the children.

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.

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