



Guided Reading with **BIBIM BAP FOR DINNER**

written and photographed by
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Nonfiction

Guided Reading: J

DRA: 18

Intervention: 18

24 pages, 379 words, plus Definitions, Recipes

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 encouraged to: 1) make connections between their own experiences and the story, 2) “get” the author’s message and be able to discuss it with other readers, and 3) apply their reading skills and strategies. 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.

Focus:

- understanding the author’s message
- connecting personal experiences with a story
- reading for information and instruction
- noticing additional information outside the main text
- using a pronunciation key
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- consistent placement of text
- sequential events

Essential Components of Reading Instruction:

Phonics: /-ice/ word family

Vocabulary: *bibim bap*, Korean, absorbs, *daikon*, refrigerator, shredded, *kimchee*, scallions, sprouts, zucchini, onions, marinade, sizzles, rumbles, ingredients; verb endings: “-s/-es,” “-ed,” “-ing”

Fluency: reread the story independently or with a partner

Comprehension: determine what is important, make connections, ask questions

High-frequency Words: we, are, make(ing), for, in, to, and, is, one, of, my, with, the, I, when, it, will, have, of, look(s), out, a, our, going, they, like, them, into, after, that, up, so, all, now, put, then, little, on, have, big, do, I’m, very, not, one, don’t, you, before, me, but

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:
 - Have you ever helped an adult cook a meal? What did you cook? What did you do to help?
 - What are your favorite foods?
 - Does your family ever eat special foods that your classmates may not be familiar with? On what occasions do you eat these foods?
2. Connect children’s past experiences with the story:
 - Call children’s attention to the title. Read: “Bibim Bap for Dinner.” Talk about what the first part of the title might mean.
 - Ask children to use the title and photograph on the cover to predict what they would expect to read about in the story.
 - Show the back cover and read the copy. Ask children to think about what the boy and his mother will make.
 - Have children suggest some words they might read in the book.
 - Give children the book and have them look through it. Ask them to tell what happens as they turn each page.
 - Call children’s attention to the boxed text on some pages and the recipes on pages 22 through 24.
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 use known sound chunks to decode unknown words, and to read on, returning to the word after completing the sentence.
 - Tell children also to think about what they know about cooking. Then encourage them to choose a word that makes sense in the sentence.
4. Be aware of the following book and text features:
 - The book contains numerous high-frequency words and many other familiar words.
 - The story is written in narrative form.

- There is boxed text on pages 2, 4, 5, and 10 that gives pronunciations and meanings of some unfamiliar words in the story. Italic type is used for these words in the main text.
- The events are sequential and real, and take place over a single evening.
- The photographs support and extend the story, but most of the meaning is contained in the text.
- Recipes for bibim bap are included on pages 22, 23, and 24.

Reading the Book

1. Set a purpose by telling children to read about how a boy and his mother make bibim bap for dinner.

2. Have children read the story silently. Each child should be reading at his or her own pace. After the group has read a few pages, check for understanding with simple comments 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 expressions, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."

3. Look for these reading behaviors during children's first 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 boxed text and text in italic type?
- 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 as 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 try doesn'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 that 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.
- Model asking questions or making “I wonder . . .” statements to extend comprehension.
- Review how to determine what is important in a text.
- Determine whether or not children noticed the words in italic type and used the boxed text to figure out the pronunciations and meanings of the words.
- Talk with children about how the author / photographer used real people in her story and how this is sometimes done for both fiction and nonfiction stories.
- Review using punctuation marks to guide the meaning-making process. Point out how quotation marks are used on page 2 to highlight the meanings of unfamiliar words.
- Call attention to the recipes and note that they give instructions about how to make bibim bap. Talk about the parts of the recipe and the importance of following the measurements and steps accurately.
- Explore the /-ice/ word family, as in rice and slice.
- Work with the verb endings “-s/-es,” “-ed,” “-ing” as in slice/slices, wash/washes, cook/cooked, fry/fried/frying, eat/eating, make/making. Discuss the spelling changes needed for some words. Also explore how each ending gives information about when an action occurred.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit BIBIM BAP FOR DINNER to review the steps for making bibim bap.

After the First Reading

1. Have children confirm their predictions about what actually happened in the story.
2. Introduce and explain the term “traditional food.” Elicit children’s ideas about how this applies to BIBIM BAP FOR DINNER.
3. Discuss the process of following a recipe and the importance of having adult help. Connect the story to children’s own cooking experiences.
4. Ask children to talk about how the boy felt at the end of the story, and why they think he felt that way.
5. Review words from the story specific to cooking and brainstorm other words the author might have used.
6. Compare the realistic cooking experience in BIBIM BAP FOR DINNER with the imaginary one in MUD TORTILLAS.

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 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

Teaching ideas for including Korean studies in various areas of the curriculum can be found at: www.intranet.csupomona.edu/~tassi/korea.htm. Suggestions cover social studies, reading, writing, music, art, math, health, and nutrition, and can be adapted to various grade levels.

Art: Have children draw their favorite foods, including brief descriptions of the foods and how they are made. Encourage children to include foods that may be traditional to their families or cultural/ ethnic backgrounds.

Music: Karaoke is a popular entertainment in Korea. Explain this form of singing to children, if necessary, and let them hold their own karaoke party. CDs of karaoke music for children can be found at: www.acekaraoke.com

"Song of Korea," an exhibit for children from the Museum of Austin, is traveling the country through 2007. Check the museum's Web site to see if the exhibit will be in your area. Go to: www.austinkids.org/exhibits/korea.htm

Science: The ingredients in bibim bap have many different tastes and flavors. Talk about the taste buds and how different places on the tongue experience different flavors. Gather a group of foods that include sweet, salty, bitter, and sour. Have children taste the foods and try to determine which part of the tongue experiences each flavor. More information for children about the taste buds can be found at: kidshealth.org/kid/talk/qa/taste_buds.html

Math: Bring in a collection of measuring cups and measuring spoons. Let children practice measuring out different amounts of liquids, such as water, and dry ingredients, such as salt or sugar. Talk about the importance of accurate measuring when following a recipe.

If facilities and time allow, you may wish to cook bibim bap with children, following the recipes in the book. Children can be involved in preparing shopping lists, paying for and checking their change when purchasing ingredients, and developing a list of tasks that need to be done before cooking can begin. You may wish to enlist volunteers or parents to help and supervise

children when during the cooking. Be sure to make enough bibim bap so that everyone can have a taste.

Social Studies:

Help children locate Korea on a map or globe, and estimate the distance between Korea and your community. Children may also wish to research other Korean foods, or what life is like for children in Korea. If you live in a community that has Korean restaurants (and won't be able to prepare bibim bap with children), perhaps some food can be brought in for children to taste.

If any children in the class are of Korean ancestry, invite them to tell what they know about the country and traditional Korean customs. Parents, grandparents, or other relatives could be invited to class to tell children about their experiences coming to America.

Writing: Challenge children to write poems about their favorite foods. Remind children it is not necessary for their poems to rhyme. Ideas for getting children started with poetry can be found at: www.leeandlow.com/teachers/poetry.html.

If a relative of one of the children visited the class, have children write that person thank you letters.



Guided Reading with **BIBIM BAP PARA CENAR**

Guided Reading: I

EDL/DRA: 16

Intervention: 16

24 pages, 375 words, plus Definitions, Recipes

Guided reading level I is the benchmark for the end of first grade. Children reading at this level are in an early fluent stage. 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, confidence, and 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.

Phonics skills to focus on include: initial /pr/, /br/, /fr/ consonant blends; /ch/ consonant digraph; and /rr/ sound as in *arroz*.

The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: coreano, bibim bap, daikon, pepinos, kimchi, verduras, sabor, hongos, rebana, condimento, sartén, brotes de soja, adobo, carne de res molida, ingredientes, freír, yemas, tazón, picant. Unfamiliar words may be presented along with synonyms to help deepen children's comprehension of the words and the story. You may also use real objects to support the learning of new vocabulary.

For dual-language children, cognates may also be used, such as: preparando/ preparing, significa/ signifies (means), favorito/ favorite, absorbe/ absorbes, refrigerador/ refrigerator, mucho/ much (lots of), frescas/ fresh, usar/ to use, Mamá/ Mom, elefante/ elephant, minuto/ minute, combinar/ combine (blend), ingredientes/ ingredients, apetitoso/ appetizing.

The story contains instructions written in narrative form. Boxed text appears on some pages indicating the pronunciation and meaning of special words, which are indicated in italic type in the text. Recipes are included on pages 22 through 24. For these pages, the present-tense narrative changes to a familiar command-form voice. Review these features with children and talk about how they add meaning and help them read the story.

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Guided reading levels were assigned by certified Reading Recovery[®] teachers and literacy experts using the guidelines identified in *Guided Reading* and *Matching Books to Readers* by Irene C. Fountas and Gay Su Pinnell (Heinemann).

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