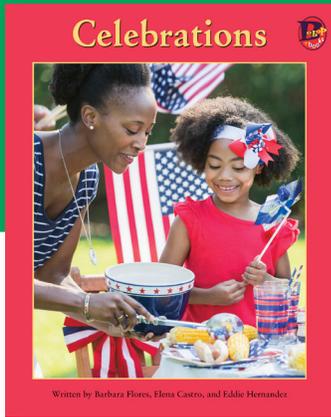




BEBOP CLASSROOM CONNECTION



Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

Celebrations

Guided Reading Level: K

DRA Level: 20

by Barbara Flores, Elena Castro, and Eddie Hernandez

Overview: There are many different kinds of celebration days. Look inside this book to find out about some of them.

8 pages, 204 words

Genre: Nonfiction

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 wider variety of spelling patterns
- use syllabication strategies to decode multisyllable words
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use text and illustrations to visualize information presented
- use background and vocabulary knowledge to help read and comprehend unknown words
- use questions embedded in the text to extend thinking

Supportive Text Features:

- Some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- varied sentence lengths and formats
- explicit and predictable text structure
- some repetitive text

Phonics:

- words with "tion" (celebrations, contributions, national, declaration), strategies for decoding multisyllable words

Common Core Standards:

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

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7

ELL/ESL

Celebraciones

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Getting Ready to Read

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

- What is a celebration? What does it mean to celebrate?
- What celebrations do you and your family or friends enjoy? When do you celebrate? What do you do?
- What other holidays or celebrations do you know about?
- What do you think it means if a celebration "honors" someone or something? (If students aren't sure, give some easy examples: For instance, who might be honored on Martin Luther King, Jr. Day? Mother's Day/Father's Day? National Oreo Cookie Day?!

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

- Hold the book. Call children's attention to the title. Read: "Celebrations."
- 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 if they think this book will be fiction or nonfiction and why they think that.



- 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 notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read. Introduce some of the content-specific vocabulary if you'd like. You might also point out the bolded names of each celebration.

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 book and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- 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 a variety of high frequency words.
- Content-specific vocabulary words include: National Inventors Day, honor, inventors, contributions, Read Across America Day, Earth Day, awareness, environment,

protect, Children's Day, National Teacher Day, Independence Day, Declaration of Independence, adopted, American colonies, independent nation, Day of the Dead, ancestors

- Each page of this informational text introduces the date of a specific celebration and shares facts about it. Each page ends with "How could you celebrate this day?" You might point this out to students and remind them to pause to think about the question on each page.

Guided Reading Note: Children reading at level K are becoming more fluent, 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 the book to find out about the celebrations described in this book.

2. Have children read the book 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 book about?"



or “Tell me how the book 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 monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- 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?
- 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 to sound 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.
- 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.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about what celebrations the book described.



2. Ask questions like:

- What was one celebration the book described?
- When did it happen?
- What does it celebrate?
- What could people do for this celebration? What does the photo show? Have you ever celebrated it? What did you do?
- (Revisit each or most of the celebrations in the book)
- What did you notice about the order the authors used to describe the celebrations in the book? Why do you think they organized the book this way?
- How are the celebrations in the book similar? How are they different?
- How do you think the author decided which celebrations to include in the book? Are there others you would have included? Why?
- What other celebrations could be included in this book? In which month do they occur? Which celebration would come before and after it?
- Which celebration do you celebrate?
- Which celebration would you like to learn more about?
- Who do we celebrate with?

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: Hunt for all the words in the text that include -tion. Talk about the sound this spelling pattern makes. Brainstorm other words with -tion.

Beginning with the word "celebrations," study words that include -tion in more detail. Talk about the root words for each word and notice the dropped final -e when adding some endings (celebrate vs. celebrated vs. celebrating vs. celebration.) Repeat this investigation with other words from or related to the book such as invent/inventor/invention, contribute/contribution, declare/declaration, etc.

Review some of the multisyllable words in the book. Work together to divide each word into syllables. Talk about using syllabication to help decode or spell longer unfamiliar words.

Have students use sticky notes to add speech or thought bubbles to the photos. Ask students to think about composing people's dialogue or thoughts to relate to the question in the text, "How could people celebrate this day?" What could people say, think about, do, or be planning to do on each celebration



day?

Review some of the more challenging vocabulary from the book, such as honor, inventors, contributions, awareness, environment, protect, or ancestors. Ask students to practice inferring word meanings using evidence from the text and illustrations. Have students use strategies like sketching the meaning of the word, acting out the word, or creating a concept map of the word to help build their understanding of how it could be used in different contexts.

Have students practice summarizing the text using a three-column chart, listing each celebration, when it's celebrated, and the reason for the celebration.

Have students read, or read aloud, other books about celebrations such as *Celebrate: Connections Among Cultures* (<https://www.leeandlow.com/books/celebrate-connections-among-cultures>). Make connections between texts.

Writing: Encourage students to write and sketch a new celebration they have invented. When would it take place? What or who does it celebrate? What activities should happen? Why should people join in this celebration?

Mathematics: Give students a simple annual calendar. Have them circle or mark the days listed in the book. Talk about which season each celebration happens in. How might ways of celebrating that day be influenced by the season it's in? (E.g., celebrating Earth Day in the spring.)

Search online for a list of unconventional or silly celebration days. Have students choose their favorites to mark on a calendar. Talk about what you might do on each day. Invite students to make up their own celebration days and choose appropriate

dates for them.

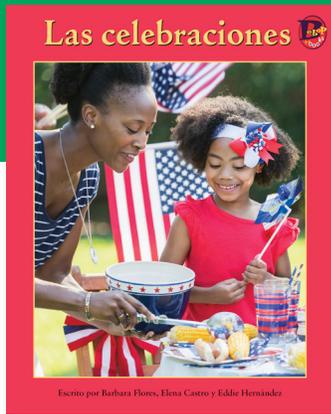
Social Studies: Have students choose a celebration of interest from the book, individually, in pairs, or as a group. Generate additional research questions about the celebration. Use other books or online resources to learn more. Chart information gathered.

Have students repeat this research process with a celebration not included in the book.

Research when Children's Day is celebrated in your location and others around the world. Create a chart with examples of how it is celebrated by different populations and note similarities and differences. Plan a Children's Day celebration with your class.

Art: Have students draw, paint, or create collage art that shows someone celebrating one of the days described in the book. Or, have them create cards or signs honoring an upcoming celebration.

Music: Pick one of the celebrations featured in the book and listen to songs and music for that celebration. How do these songs and music make people feel?



Guided Reading with Celebraciones

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.

Guided Reading Level: K
DRA Level: 20

Noun Support

The following celebrations are listed in the story: *Día Nacional de los Inventores, Día de Leer por todos Estados Unidos, Día de la Tierra, Día del Niño, Día Nacional del Maestro, Día de la Independencia, Día de los Muertos*

Print each celebration on a separate, individual index card. Covering up the illustrations from the story, have students match the appropriate card to its corresponding illustration.

Verb Support

Show students the index cards from the Noun Support section of this guide with the names of the celebrations printed on them. Then, display each sentence with the verb in each sentence highlighted, and have students match each celebration to its corresponding phrase: *honramos a los inventores y sus contribuciones a nuestras vidas; se juntan a celebrar el placer y la importancia de la lectura; nos hace pensar en nuestro medioambiente; honrar a los niños y hacerlos sentir especiales; honramos a los maestros por todo el trabajo que hacen; se adoptó la Declaración de la Independencia; recordar y celebrar a nuestros antepasados.* Have students complete this activity with or without support from the illustrations, depending on each learner's needs.

For students engaging with both English and Spanish texts, have students note that there are questions used throughout the story. In Spanish, the question marks 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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