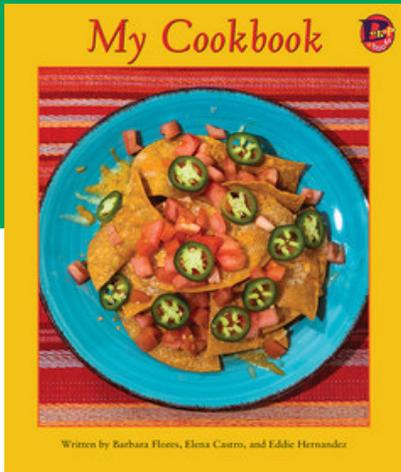




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## My Cookbook

Guided Reading Level: O

DRA Level: 34

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** Cooking is fun! In this book you will find recipes for some delicious foods you can make.

### About the Book

Page number: 16, Word Count: 559

**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
- use background and vocabulary knowledge to help read and comprehend unknown words

- read varied sentences fluently, with expression and stamina
- read a longer text with stamina
- use informational text features to navigate a book (table of contents, headings)
- read and comprehend a procedural text
- read and interpret numerical information included in text
- use text and photos to visualize information presented

#### Supportive Text Features:

- some details supported by illustrations
- some vocabulary is familiar, with some more varied word choices, literary and content-specific language
- varied sentence lengths and formats

- explicit procedural text format

#### Phonics:

- strategies for decoding multisyllable words

#### Common Core Standards:

- RF.3.3, RF.3.4
- RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

#### ELL/ESL:

**Mi libro de cocina**

See last page

### Getting Ready to Read

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

- Do you or someone in your family like to cook? What do you make?
- How do recipes help someone cook or bake? Have you ever used a recipe? What did you make? What information is usually included in a recipe?
- If you were going to write a cookbook of all your favorite foods, what recipes would be in it?



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

- Hold the book. Call children's attention to the title. Read: "My Cookbook."
- 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 photos. 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.
- Have children browse the informational text features. Read the table of contents together and notice the recipe headings. Briefly review key aspects of the recipe format.
- If needed, model for students how to read the numbers included in the recipes.

### 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.
- There are many content-specific and challenging vocabulary words and phrases, including:
- Food words: tortillas, guacamole, avocado, tomato, quesadilla, wheat, nachos, jalapeño, fruit, vegetable, salad, orange, cucumber, pineapple, jicama, lemon, lime, chili powder, rice pudding, evaporated milk, white rice, brown sugar, raisins, cinnamon, banana, smoothie, vanilla, honey
- Cooking and recipe words: apron, prepare, recipe, ingredients, equipment, potholders, oven mitts, pulp, frying pan, browned, spatula, sprinkle, melt, pour, peel, simmer, creamy, blender, smooth, serve, dishes
- Other words: optional
- The first two pages include a table of contents and a numbered list of cooking rules. Each spread after that includes a recipe, with an ingredients list and numbered steps, and a photo.

**Guided Reading Note:** Level O is the benchmark for the middle of the third grade. Children reading at this level are in the fluent stage, and the focus emphasizes comprehension and independent reading. 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 bolster 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 recipes in this cookbook.**

**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 use sound out the word?” “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, sentence, or section.
- 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 this book taught them about insects.**

**2. Ask questions like:**

- What recipes were in this cookbook?
- What ingredients do you need to make \_\_\_\_? How do you make it?
- Which recipe would you most like to try? Why?
- Why do you think the first step for all recipes is “wash your hands”? Why is that important? Why is that the right thing to do?
- Why do you think the last step for all recipes

is “clean up after you are finished”? Why is that important? Why is that the right thing to do?

- Which recipe do you think would be the easiest to make? Why? Which do you think would be the hardest? Why?
- Why do you think the authors chose to include these recipes? Do you agree with their choices? Why or why not?
- Why do recipes have steps? Why is the order of steps important? What would happen if you skipped a step or changed the order?
- Why do you think people write down recipes rather than recall from memory?
- When would someone use a recipe?
- With which recipe(s) would you need an adult’s help? Why?
- What advice do you have for someone new to cooking?

### 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:** 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.

Review some of the vocabulary words from the book, such as apron, prepare, recipe, ingredients, equipment, potholders, oven mitts, pulp, frying pan, browned, spatula, sprinkle, melt, pour, peel, simmer, creamy, blender, smooth, serve, dishes, or optional. Ask students to practice inferring word meanings using evidence from the text and illustrations. Together, sort the words into logical categories (e.g., cooking tools, cooking verbs, etc.) Brainstorm other related words for each category.

Have students recall key details from the text by playing charades. Have one student secretly choose a recipe from the book and act out making it while other students try to guess what they're making.

Have students read, or read aloud, other cookbooks or stories about cooking, such as *Nacho's Nachos* (<https://www.leeandlow.com/books/nacho-s-nachos>), *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>), *Sweet Potato Pie* (<https://www.leeandlow.com/books/sweet-potato-pie>), and *Where On Earth Is My Bagel?* (<https://www.leeandlow.com/books/where-on-earth-is-my-bagel>). Make connections between texts, especially regarding recipe structure and vocabulary.

Talk about visualizing and creating sensory images when reading informational text. Choose a recipe from the book and have students talk in pairs about what they saw, smelled, heard, felt, and tasted in their imagination as they read it.

**Writing:** Create a recipe template together, using the text structure for guidance. Have students try writing their own recipes for dishes they enjoy. Assemble a class book with students' recipes to share with each other.

**Mathematics:** Use the recipes to investigate measuring cups/spoons and fractions. Lay out an array of measuring tools and ask students to find the ones they'd use for a particular recipe.

**Science:** Choose a recipe and talk about where the ingredients come from. For plant-based food, use online resources to learn more about how those plants grow. For other foods, make a list of how people might make or get those items.

If allowed at your school, try out making one or more of the recipes. Alternatively, encourage students to pick one to try at home and share their experience in class afterwards

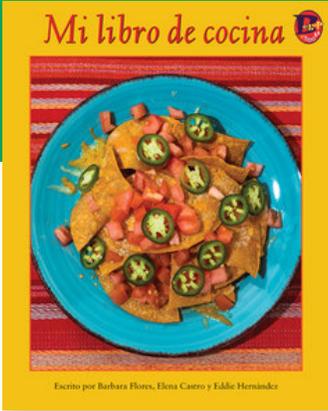
**Social Studies:** Learn more about the cultural significance of some of the dishes or ingredients included in the text (e.g., tortillas.) Notice some of the ingredients that are featured in multiple recipes. Discuss how the cookbook might be different if it was written focused on popular dishes from another culture.

Encourage students to bring in a recipe from home of a favorite dish. In pairs, students can discuss why they love this dish. When do they eat it: for special occasions or regularly? With which step in the recipe do they get to do or help?



**Art:** Have students create a drawing, painting, or collage of a table laden with all their favorite dishes that could be used as a cookbook cover. Have them present to the class about what recipes they would include in their own personal cookbooks.

**English Language Learners:** Provide a chart or an image of a kitchen counter with common cooking utensils, such as whisk, rolling pin, spatula. Label each in English and students' home language.



## Guided Reading with My Cookbook **Mi libro de cocina**

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: N*  
*DRA Level: 30*

### **Noun & Verb Support**

The following nouns are used to in each of the recipes and describes the components of the different dishes in the story:

reglas, cocina, tortillas, guacamole, quesadilla, nachos, ensalada, frutas, verduras, arroz, leche, licuado, plátano, manos, delantal, adulto, receta, ingredients, cuchillos, agarraderas, guantes, aguacate, sal, taza, tomate, limón, lima, harina, maíz, semilla, pulpa, cuchara, tenedor, puré, jugo, queso, comal, sartén, espátula, plato, totopos, chile jalapeño, microondas, estufa, naranja, pepino, piña, jicama, limón, lima, chile, tazón, azúcar, pasas, canela, olla, vainilla, miel, hielo, licuadora, vaso, popote, platillos, recetas, amigos

Print each of the nouns on index cards that are small enough to label. Photocopy each of the illustrations and cover the text so that students cannot see the nouns. With the word cards, have students place the appropriate word cards for the noun on the photocopied illustrations. If possible, print out the different tools and appliances listed in the recipes and have students also label each of those nouns.

### Verb Support

The following verb/action words are used to in the recipes to hel describe how to make the dishes listed in the story:

lávate, ponte, cocines, prepares, Lee, asegúrate, mide, ten, usa, cuidado, manipular, limpia, corta, quita, saca, ponla, hazlo, agrega, mezcla, unta, dobla, server, para, pon, tapa, tuesta, pasar, derrite, con, cubre, pela, ponlo, échale, cocina, gusta, cocinar, escribe, compartas

**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.

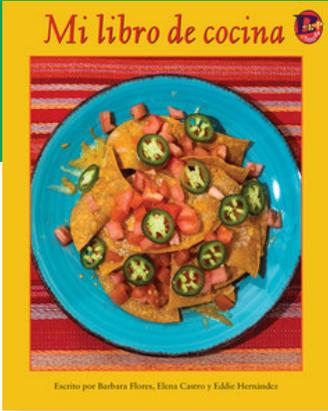
All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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## Guided Reading with My Cookbook **Mi libro de cocina**

*Guided Reading Level: N*  
*DRA Level: 30*

Encourage students to write or share a sentence with a partner that uses each of the words that describes the actions that each recipe requires. Have students reflect on how the recipes use similar verbs/ action words? How are they different?

### **Adjective Support**

The following adjectives are used in the recipes and are used to describe which types of ingredients are necessary for each:

maduro, picado, harina, maíz, mitad, puré, cuatro, grandes, rallado, rodajas, rebanadas, en cubos, pulgada, cocido, evaporada, morena, en polvo, cremoso, enfriar, cubitos

Encourage students to write a sentence about one of the recipes using the adjectives listed above.

Encourage students to create an illustration of one of the recipes in the story and write a sentence using the nouns, verbs, and adjectives they learned in the story.

For students engaging with both English and Spanish texts, have students note that there are questions statements 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.

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