

8 pages, 35 words

Genre:

Nonfiction/How-to

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- use illustrations and initial sounds to read unknown words
- use background and vocabulary knowledge to read unknown words
- adjust voice when reading sentences ending in question marks and exclamation marks

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- familiar content close to many children's experiences

High-frequency Words:

how, do, you, make, a, some, I

Phonics

- initial consonants sounds: s, g, l, r, t, p, c, y, b
- short vowel sounds: a, o

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

Una ensalada

[See back page](#)

Guided Reading with

A SALAD

Guided Reading: B

DRA: 2

Intervention: 2

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Overview: Do you like salad? Read this book and learn how to make a salad. Mmmm!

Getting Ready to Read

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

- What is salad? Do you like to eat it?
- What ingredients might be in a salad?
- How do you make a salad?

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

- Hold the book. Call children's attention to the title. Read: *A Salad*
- Ask children to predict what ingredients will go in the salad in this book.
- Show the back cover and read the copy. Ask children what some of the steps for making a salad might be. Talk about the word "Mmmm" and when we use it.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what vegetables they see and what colors they are.

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 at the pictures and the beginning sound of the word.
- Remind children to point to the words as they read.



4. Be aware of the following text features:

- The book contains familiar words: *how, do, you, make, a, some, I*. It also contains the color words: *green, red, purple, orange, yellow, and black*.
- The book contains one short sentence per page with a patterned structure. The first and last pages are different and include a question mark and exclamation marks. Discuss what the punctuation means.
- Page 8 has the word “yum.”
- The book uses three types of sentences: imperative (Add some black olives), interrogative (how do you make a salad?), and exclamatory (I made a salad!).

Reading the Book

1. Have children confirm their predictions and talk about the directions for making salad in the book.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?

- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out the salad ingredients on each page.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- What ingredients went into the salad?
- Which ones do you like?
- What did the directions say to do with each ingredient?
- What would you have to do to the vegetables to get them ready to go in the salad?



- Is this the only way to make a salad? What else could you add to a salad? What kind of salads have you had at home or at school?
- Do you think the salad is complete? Why or why not? Would you add a dressing to it?
- What do you think happens after the story ends?
- Do you have to follow these directions in order? What would happen if you put the lettuce in last?
- What do you think the narrator did to each ingredient to get it ready for the salad? Did the narrator put in the whole carrot or cabbage? How would the narrator make these vegetables ready to go into the salad? What might the narrator need an adult's help with?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Brainstorm other kinds of salad ingredients, including non-vegetable options like fruits, nuts, meat, and cheese. Have students make their own salad books using the same text pattern and ingredients they like. Provide the sentence frame "Add some ____."

Have students turn the book into a short performance, reading the text and taking turns adding play food items to a bowl. Also make the materials available for open-ended pretend play.

Read aloud or have students read other books about different colored produce, such as *Can You Eat a Rainbow?* ([https://www.leeandlow.com/books/can-](https://www.leeandlow.com/books/can-eat-a-rainbow)

[you-eat-a-rainbow](https://www.leeandlow.com/books/can-eat-a-rainbow)) or *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>). Brainstorm foods of each color of the rainbow on a chart.

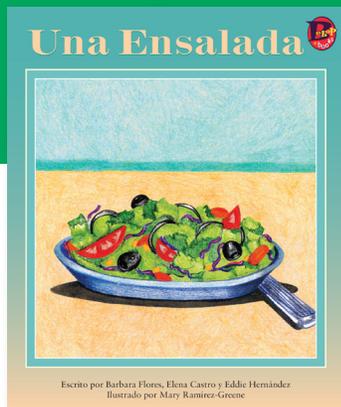
Play Color Bingo to help students practice reading color words. Write color words on cards and have students match them to bingo boards with colored spaces (or vice versa.) Talk about the letters in each color word.

Create a chart or class book about getting dressed for recess, or another relevant part of the school day. Use a similar text pattern (e.g., "We put on our _____. We put on our _____. Now we are ready. Off to _____ we go!")

Mathematics: Have students create a salad recipe using pictures of various ingredients. How many lettuce leaves? How many carrots? How many tomatoes?

Science: Have students make scientific observations of different types of vegetables using as many senses as possible. Have them make scientific drawings of different types of vegetables and label relevant parts. Experiment with peeling and cutting vegetables and encourage further observations.

Art: Cut paper in the shape of large salad bowls. Have students create "salad paintings" using vegetables stamped in paint.



Guided Reading: C
EDL/DRA: 3
Intervention: 4

Guided Reading with **UNA ENSALADA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following ingredients for a salad are listed: la lechuga, el tomate, el repollo, la zanahoria, el elote, las aceitunas

The following colors are listed: verde, rojo, morado, anaranjado, amarillo, negras

Have students match the article with the corresponding vegetable:

La(s): lechuga, zanahoria, aceitunas

El: tomate, repollo, elote

Continue to add words to an “article” wall where students can place appropriate words under “el” or “la.”

Print word cards that state a color and then print word cards that state the vegetable. Then, have students match the color word cards with the vegetable word cards.

Verb Support: What do you notice that’s different on the first and last page that’s different from the other pages? (Haces/hice versus pones) Have students look for the word that’s different. Ask students how the pattern changes.

For students engaging with both English and Spanish texts, have students note that there is a question on the second page and an exclamatory statement on the last page. In Spanish, the exclamation points and question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

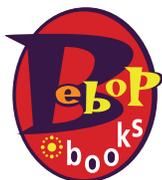
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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