

Guided Reading with

## THE GINGERBREAD GIRL

Guided Reading: I

DRA: 16

Intervention: 15

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illustrated by Michael Ramirez

16 pages, 224 words

### Genre:

Fiction, Traditional Tale

### 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, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- notice rhyming words in the text and use them to support fluent reading
- read varied sentences fluently, with expression and stamina
- read and comprehend dialogue in various formats
- read a variety of words to assign dialogue and use them to read with expression
- maintain comprehension over more text episodes

### Supportive Text Features:

- some details supported by illustrations
- some repetitive text
- text includes some rhyming words
- predictable narrative text structure including a beginning, several repetitive episodes, and an ending
- most vocabulary is familiar, with some more varied word choices
- varied sentence lengths and formats

### High-frequency Words:

*a, when, the, was, she, out, of, as, you, me, to, too, for, her, by, will, my, what, do, up*

### Phonics

- contractions (e.g. can't, I'm)

### National Standards:

- RF.1.1, RF.1.3, RF.1.2, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9

### ELL/ESL

*La niña de jengibre*

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## Getting Ready to Read

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

- What's gingerbread?
- What do you know about the story of *The Gingerbread Boy*? Share a summary if needed.

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

- Hold the book. Call children's attention to the title. Read: *The Gingerbread Girl*. Talk about the title and what it might mean.
- Ask children to use the title and picture on the cover to predict what the gingerbread girl will do.
- Show the back cover and read the copy. Ask children to predict what might happen to the gingerbread girl.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to tell what happens in the story as they turn each page.
- Ask them to notice who chases the gingerbread girl at each part.

### 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 and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject of this book or the version of *The Gingerbread*



Man they know. 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 wide variety of high frequency words and several animal words (though “squirrel” may be unfamiliar).
- Vocabulary words that may be unfamiliar to students include: chanted, sly, offered, suddenly.
- The story follows the basic structure of classic versions of *The Gingerbread Man*, including the repetitive chant, with some details changed.

**Guided Reading Note:** Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They 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 what happens to the gingerbread girl.**

**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 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 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 using punctuation to gain meaning?
- How are they dealing with 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?
- 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 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.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- 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. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.
- Model how to use the repeating patterns in the text to solve words and read fluently.
- Explore how the repetitive pattern, phrasing of the text, and line breaks all help create a bouncy rhythm when the story is read aloud.

## After the First Reading

**1. Have children confirm their predictions and talk about what happened to the gingerbread girl.**

**2. Ask questions like:**

- What happened to the gingerbread girl after she jumped out of the pan?
- How would you describe the character of the gingerbread girl? Give examples to support your thinking.
- Why was the fox sly?
- Would you have ended the story the way the authors did? Why or why not?
- Why do you think the author chose the word “squirrel” in the gingerbread girl’s chant?
- Do you think this story is meant to be read as humorous or serious/cautionary tale? Why?
- How does this story compare to *The Gingerbread Man*? What is similar? What is different?

## Second Reading

**1. Have children reread the book in a whisper voice 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:** Have children work in pairs to turn the book into a short performance, having one child be the gingerbread girl and the other act out the parts of those who chase her. Model how to divide up the reading.

Explore the spellings and meanings of words used to assign dialogue in the story (e.g., chanted, yelled, said.) Brainstorm others, then play a game in which you or students say a statement in a particular way and others have to guess how you’re speaking.

Explore common contractions, starting with examples from the story (e.g., I’m, can’t.) Create a chart demonstrating the words that each contraction represents.

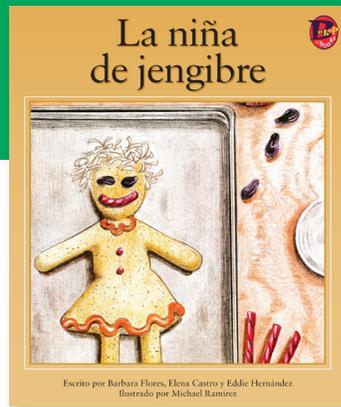
Talk about the comparison, “as fast as a squirrel.” Brainstorm other descriptive comparisons and encourage students to use this technique in their own writing.

Create a chart to compare this story with a traditional version of *The Gingerbread Man*, focusing on elements such as characters, setting, song/chant, and ending. Then read other diverse versions of the story and add comparisons of those to your chart.

**Science:** Learn more about foxes by reading nonfiction books or viewing website content or online videos. Gather information to decide, “Are foxes really sly?”

**Art:** Decorate real or paper gingerbread figures. Ask children to describe their gingerbread characters and tell what they would do in the situations in which the gingerbread girl found herself.

**Physical Education:** Turn the story into a running and chasing activity, with different children assigned the roles of gingerbread girl, farmer, and animals. Set up a “river” to cross. Experiment with different outcomes.



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## Guided Reading with **LA NIÑA DE JENGIBRE**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of 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 people and animals are mentioned in the story who want to eat “la niña de jengibre”: un granjero, un caballo, una vaca, una gallina, una zorra

**Verb Support:** The following action-related verbs are mentioned in the story: hornear, gritar, cesar, correr, pasar, cantar, cruzar, ofrecerse, cargar

The story repeats itself when “la niña de jengibre” runs by the animals and people in the story. Have students create their own scene and fill in the following blanks with either an animal or appropriate person: “Pasó cerca de un/a \_\_\_\_\_. ---¡ Alto, alto!—dijo el/ la \_\_\_\_\_-. Quiero comerte. --¡Corran, corran sin cesar! Soy la niña de jengibre y no me podrán alcanzar –cantó.

For students engaging with both English and Spanish texts, have students note that exclamation points are used frequently throughout the story. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

**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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