

31 pages, 436 words + activity

Genre:

Realistic Fiction

Focus:

- reading and following conversation
- following a longer story
- maintaining meaning
- sequencing events

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- pictures support and extend the story

High-frequency Words:

a, about, all, an, and, are, around, asked, be, came, can, don't, draw, for, gave, give, going, have, he, her, him, how, I, know, let's, liked, make, many, no, of, our, play, said, saw, she, take, that, the, there, time, to, want, was, we, went, what, will, would, you, your

Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

Guided Reading with

THE PERFECT GIFT

Guided Reading: I

DRA: 16

Intervention: 16

written by Paula Yoo

illustrated by Shirley Ng-Benitez

Overview: Mei's little brother is turning 100 days old and there will be a big party to celebrate. Mei and her friends try to find the perfect gift for him.

Getting Ready to Read

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

- What happens when people celebrate a family member's birthday? How do you celebrate a family member's birthday?
- What kinds of birthday celebrations have you gone to for your family members and friends? What were they like?
- What kind of gift would you give a family member or friend for his or her birthday? Why did you choose that gift?

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

- Call children's attention to the title: *The Perfect Gift*.
- Tell children that this book is about celebrating a baby's first 100 days. In Chinese culture, some families celebrate a baby's first 100 days after his or her birth. Ask children to predict what might happen in the story and what the main character, Mei, might do to help prepare for her little brother's celebration for turning 100 days old.
- Show the back cover and read the copy. Ask children what they think the perfect gift for Mei's little brother might be.
- 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 they see happening as they turn the pages.

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 that you don’t know?”
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read continued reading beyond an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Tell children to think about the things they have seen at birthday parties or what they might see at a party for a family member or friend. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- There are different number of sentences on each page; many sentences require a return sweep.
- A few words use new spelling patterns in the past tense that differ from their form in the present tense (brought, dressed,

carried, made).

- Two cultural traditions are named (100 days, red eggs).
- Exclamation points are used to emphasize action and responses.
- The pictures enhance the story, but most of the story is told in the text.
- The last page has an activity about dyeing eggs in red to extend the story.

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 find out how Mei celebrates her little brother’s first 100 days and how she finds the perfect gift for him.**
- 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 on comprehension with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” As they read, watch for indications of comprehension: changes in facial



expression, giggles, audible comments, re-reading, turning back to a page. You may want to make notations about what you observe.

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

- Do they have multiple sources for information? Have they begun to cross-check, using a variety of strategies, and self-correct?
- Do they rely less on pictures and more on print when reading?
- Do they have a strong sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they easily move from page to page?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to their own experiences?
- Do they read more automatically and with fluency?
- Do they react to the text even though they are reading silently?
- Have they begun to draw conclusions and make 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 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 tried didn't work."

- If children are struggling with deciding which strategy to use, suggest a specific strategy that will help them get meaning in the most efficient way, such as: "Did you think about chunking the word?" or "Did you think about reading the rest of the sentence and then going back to the 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 from the known to the unknown when encountering new words.
- Work with inflectional endings: the "-ed" form of verbs.
- Work with the short "i" vowel sound and the long "i" sounds. The short "i" can be found in the following words: him, give, will, Lily, gift, think, did, it. The long "i" can be found in the following words: like, time, idea, find, smiled, invite (invite has both the long i and short i sounds).
- 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, and solution.
- 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. Call attention to the use of quotation



marks, commas, exclamation points, and question marks in dialogue.

- Model how to revisit the text to find specific examples or ideas in the story. Revisit *The Perfect Gift* to review the gift that Mei makes for her little brother's birthday celebration.

After the First Reading

1. Have children tell what they learned about how Mei celebrates her brother's first 100 days and confirm their predictions about what happened in the story. Ask children to talk about how Mei figures out what the perfect gift is for her little brother, Ming.

2. Discuss how Mei decides what gift she should give her little brother, Ming.

3. Elicit children's ideas about how Mei's friends helped her try to find the perfect gift. Discuss how her friends made suggestions for Mei's gift, but how her grandmother inspired Mei to give Ming a gift from the heart.

4. Have children compare Mei's feelings about the perfect gift in the beginning versus the end of the story. Discuss how Mei changes over the course of the book about what makes a perfect gift.

5. Make a list of the different suggestions Mei's friends and family make about the perfect gift. Have children brainstorm different gifts that they can give family and friends from their hearts.

6. Ask children to talk about anything in the story that surprised them.

7. Discuss the lesson in the story that could help children in their real lives.

8. Additional questions to ask:

- Why is Mei stressed? What does "perfect" mean to her? What happens if she does

not find the perfect gift?

- What does Henry teach Padma? Do you agree or disagree?
- Do you agree with Mei's grandma about what makes a gift perfect? Why or why not?
- How is the party an example of teamwork? What does each family member do to help make the party a success?
- What is special about Mei and Ming's relationship?
- Why does it matter that Mei gets a gift for Ming even if he is a baby?
- Describe the qualities of Mei as a sibling.
- Do you think the book for Ming is the "perfect gift?" Why or why not?
- Why do you think Mei's family is celebrating Ming at 100 days? How is this celebration similar to or different from ways you have celebrated new babies? Can you think of any other times that you celebrate the first 100 days?

Second Reading

1. Have children reread the book silently, 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

Art: Mei creates a book of drawings to commemorate her little brother's first 100 days. Have students create an art piece for someone who is close to them, whether it is for a family member, friend, teacher, or caregiver. How do you want to show that person that you care about them?

Music: Play some videos of drumming or set up a listening station featuring drumming from around the world and in the United States. What are the features of a drum? What do drums around the world have in common? How are drums unique from other instruments?

If possible, bring your class to a high school band performance or invite an older student who plays the drums to class for students to interview and hear the drums.

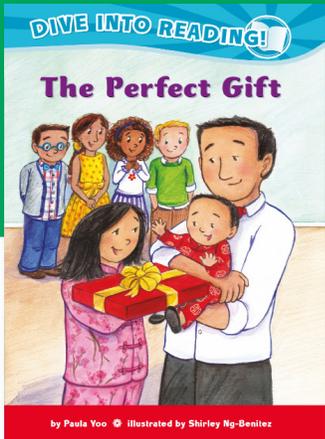
Science: If possible, have children complete the activity in the back that provides instructions on how to boil and dye the eggs to celebrate a baby's first 100 days. Have children investigate the boiling process. What do they notice about the water? How does the water change? How do you know? Have children also investigate the dyeing process. How does the dyeing process work? Students can observe the different changes before and after they dye the eggs.

Social Studies: Have children learn more celebrations for a baby's first 100 days. How do other families celebrate a baby's first 100 days? What kind of food is typically prepared? How do family members dress? Have students conduct

more research online, with the help of a teacher, and look at real photographs of celebrations of a baby's first 100 days.

Writing: Encourage children to write about how they celebrate birthdays in their family, with friends, or with caregivers. What kind of food do they typically prepare and like to enjoy? What kind of games or activities do they play? What kind of food do they serve, and who usually attends? How do these celebrations make them feel?

Math: Provide children with various scenarios of servings for the red eggs at the party. Tell students that they have to make sure that Mei, her friends, and their caregivers each get an egg. If Mei and her grandmother made 20 eggs, how many will be left over if everyone receives an egg? What about 2 eggs? Provide a key with the necessary information for each family (Mei, mother, father, Ming, grandmother; Lily, mother, father; Pablo, mother, father; Henry, mother; Padma, mother, father). Consider providing students with manipulatives and drawing materials to help them visualize the mathematical concepts.



English Language Learner Activities With

The Garden

Guided Reading: I

DRA: 16

Intervention: 16

Guided Reading: I

DRA: 16

Intervention: 16

The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.

3. Depending on children's level of English proficiency, after the second reading:

- Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
- Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.

4. Have children give a short talk about what they admire about Mei and how she chose her little brother's gift. Alternatively, students can describe what they admire about their own family birthday celebrations and why they enjoy them.

5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

**For more information about
Bebop Books, please contact:**

Abraham Barretto, Vice President of Educational Sales Bebop Books

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.

212-683-1894 fax

abarretto@leeandlow.com



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.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.

ISBN: 9781620145678