

8 pages, 107 words plus numerals

**Genre:** Fiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- read with fluency and stamina
- look at each part or syllable of a longer word to read it
- adjust voice when reading sentences ending in question marks and exclamation marks
- read a wider variety of clause and sentence structures
- use text and illustrations to visualize story events

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language
- punctuation supports comprehension (e.g. question marks, exclamation marks)

### High-frequency Words:

*the, to, a, he, his, be, all, in, for, up, from, how, does, as, on, come, and*

### Phonics:

- silent **e**, **-ake** word family

### Common Core Standards:

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

### ELL/ESL

**Pepe el panadero**

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Guided Reading with

## Buster the Baker

*Guided Reading Level: G*

*DRA Level: 12*

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by Sergio Ramirez

**Overview:** Buster the Baker wants to bake a cake. Read this story to see what happens.

## Getting Ready to Read

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

- What does a baker do?
- How might a baker make a really tall cake?

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

- Hold the book. Call children's attention to the title. Read: "*Buster the Baker.*"
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Have children predict what might happen when Buster tries to make a cake.
- 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 describe what Buster is doing on each page. Introduce any unfamiliar vocabulary if you think it's necessary.



### 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 of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains familiar words: the, to, a, he, his, be, all, in, for, up, from, how, does, as, on, come, and. It also contains the numbers 1-10.
- The text describes what happens when Buster stacks ten layers of a cake and then they all fall down.
- Content-specific vocabulary words include: mixes, ingredients, piles, tall, stack, layers, oven

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what happens when Buster tries to bake a cake.**

**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:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?



**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. Encourage children to take a guess or read past the unknown word and return to it.

**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 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 and exclamation points as keys to reading

with a particular kind of expression or inflection.

- Call attention to the sequence of events in the story.
- 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 happened to Buster’s cake.**

**2. Ask questions like:**

- What kind of cake was Buster making?
- What steps did he follow to make the cake?
- What happened to the cake? Why do you think that happened?  
How do you think Buster felt after the cake fell? What does he do?
- What might Buster do differently next time? For example, how many layers should he stack a new cake and stop before it falls over?
- Why do you think he wants to make a layered cake? Where have you seen very tall cakes served? What are special about these cakes?
- If the cake did not fall over, what do you predict Buster would have done next? What needs to happen to make the cake finished?



- What do you think Buster learned from his cake falling over?
- Have you ever worked hard on something but it fell apart or was ruined? What did you do afterwards? How did you feel? What advice do you have for Buster?

### 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:** Have pairs students turn the book into a short performance using simple baking props and ten lightweight blocks or boxes to be the cake layers. Have one student read while the other acts out the part of Buster and then switch.

Write short expressions or sentences on sentence strips that use a variety of ending punctuation, starting with examples from the book. Ask students to read them, changing their voices to reflect the ending punctuation.

Revisit particular passages from the book and ask students to share what they visualized happening. Talk about how the author's words and phrases helped them imagine the story events.

Work together to write a procedural text, "How to Bake a Layer Cake." Use vocabulary from the story and add helpful hints and warnings based on the story events.

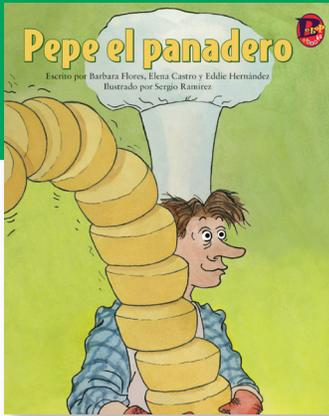
**Mathematics:** Write layer-cake related story problems for students to solve, such as problems that ask students to subtract layers that fell from a cake, or add up how many layers are in a cake or collection of cakes.

**Science:** Provide different materials for experimenting with stacking. Have students make predictions about how many layers they will be able to stack before the pile will fall, and then test their predictions and record their results.

**Art:** Have students use collage materials or different types of paper to make creative layer cake pictures.



# I. BEBOP CLASSROOM CONNECTION



Guided Reading Level: G  
DRA Level: 12

## Guided Reading with Pepe el panadero

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.

### Noun support

The following items are needed to make Pepe's pastel (cake) in the story: los ingredientes, un cuenco, unas capas, el horno

Print the different items on individual index cards. Present the illustrations from the story to students with the text covered. On any of the pages, have students match the index cards with the appropriate item.

### Verb support

The following actions used to make the pastel (cake) are listed in the story: mezcla, hornea, saca, pone  
Have students pair the action with the correct illustration and explain how Pepe is doing that specific action in the picture.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements as well as a question in the story. 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.

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.

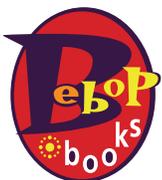
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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

**Abraham Barretto, Vice President of Educational Sales Bebop Books**

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com