



Guided Reading with **The Protest** *Guided Reading: 1* *DRA: 16*

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Overview: Lily and her friends organize a protest in order to save their neighborhood public garden from being demolished.

32 pages, 503 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:

and, her, their, see, was, not, as, the, usual, are, you, okay, asked, said, we, have, to, want, make, into, a, the, with, new, around, it, wasn't, can, we, try, with, friends, what, will, without, where, will, get, for, I, asked, need, but, we're, just, hey, enough, lot, thought, about, could, call, make, save, parents, good, idea, they, one, told, of, make, thought, should, were, ready, would, outside, their, if, but, then, from, became

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

Getting Ready to Read

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

- Are there any special places in your neighborhood that you like to visit? Why are they important to you? How do you feel about them?
- Have you ever been to a public garden? What did you see there? What was it like?
- What does it mean to protest? Have you ever seen a protest? Have you ever protested something why?
- What does it mean to stand up for what's right? What are some different examples?

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

- Call children's attention to the title: *The Protest*.
- Tell children that this book is about Lily and her friends forming a protest to save their beloved garden after they find out that it is going to be torn down and made into a parking lot.
- Show the back cover and read the copy. Ask children how they think Lily and her friends are going to organize a protest to save the public garden.
- 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 continue 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 ways that we can protect our communities through a protest like Lily’s. 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.
- 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 several activities to inspire young people to get involved in their communities and make an impact.

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 Lily and her friends organize a protest to save their public garden.

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 tricky words that are present in the text, including: could, would, and should. Go over with students how these words are pronounced and how they don't look like how they should sound. Consider putting up a phonetic chart with how to pronounce these words for students to reference.
- 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 Protest* to review Lily's protest and how she and her friends worked together to make a difference.



After the First Reading

- 1. Have children tell what they learned about how Lily and her friends work together to organize a protest and save their public garden.** Ask children to talk about how Lily feels during the story and how she is able to work with her friends and neighbors to save the public garden that she and her community love.
- 2. Discuss how Lily finds out about what's going to happen to their public garden and how she and her friends work together to come up with ideas to save it.** How did Lily and her friends use their creativity to brainstorm how to save the public garden? Have students think about why it's important to keep public spaces open and free to people. How are these places important to our communities?
- 3. Elicit children's ideas about how Lily's friends came up with ideas to protest the public garden becoming a parking lot.** What did Lily and her friends think would work best to get everyone together to save the garden?
- 4. Have children compare Lily's feelings about the public garden in the beginning of the story versus the end of the story.** Discuss how changes over the course of the story and how her feelings when she finds out about the public garden from Mr. Sam change throughout the story.
- 5. Make a list of the different suggestions that Lily and her friends came up with to protest to save the public garden.** Afterwards, children brainstorm ways that they can do to protect special places in their community.
- 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:

- What did Lily notice about Mr. Sam in the beginning of the story? What did he tell her?
- Why did Mr. Sam say that they were going to close the public garden?
- How did Lily's friends react after she told them they were going to close the public garden?
- What does Lily suggest that they should do in order to save the garden? What ideas do Lily and her friends come up with?
- How do Lily and her friends prepare for the protest?
- What else do Lily and her friends think they need for the protest?
- What happened on the day of the protest? What did it seem like at first?
- Who ended up coming to the protest?
- What happened at the end of the protest? What do they find out?

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

Background Information: For more information on how to talk with young children about protests and using their voice, consult the following articles: “Want to help kids find their voice? Here’s how to protest peacefully from home” (<https://www.today.com/parents/5-ways-kids-families-peacefully-protest-home-t183022>).

Art: Lily and her friends create posters to protest the closing of the public garden. Have students create their own posters influenced by Lily and her friends about closing the public garden. What would they want to show on their poster?

Find out places in the local neighborhood that need help or support. Consult the local library, public park or garden, or community youth center to assess their needs. Afterwards, students can create their own posters for a fundraiser or other effort to put around their school.

Language Arts: After students find out about places in their neighborhood that need support, have students write a letter to send home to families or to put up around the neighborhood about the different ways they can support their local establishments. Students can brainstorm different ways that they can help, such as donate books to a library in need, bring in treats for a bake sale to raise money, or pick up trash at the park. Work with students on the important elements that go into a persuasive letter. What do students want to say to convince other friends and family to help?

Encourage students to think about their favorite place in their neighborhood. Why is this an important place to them (for example, the library or park)? How does it make them feel? Afterwards, students can write a reaction essay about the importance of this place and why it’s special to them. Students can also accompany the writing piece with an illustration or

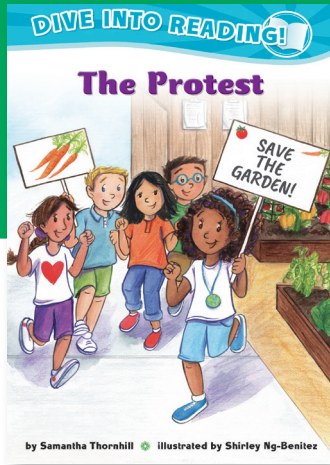
collage of found materials.

Conduct a literature study with books featuring protests. Lee & Low titles include, *Todos Iguales/ All Equal* (<https://www.leeandlow.com/books/todos-iguales-all-equal>), *Aani and the Tree Huggers* (<https://www.leeandlow.com/books/aani-and-the-tree-huggers>), and *As Fast As Words Could Fly* (<https://www.leeandlow.com/books/as-fast-as-words-could-fly>). Have students think about the following questions: What do the main characters have in common? What are they protesting? How do they come up with their idea to protest? What is the final result?

Social Studies: Have students learn about other famous protests. How are protests helpful for social activism? The Article 20 Network has a resource called “Talking With Kids About Protest (Ages 6 & Under)” (<https://static1.squarespace.com/static/5694f5c6bfe87314267a8a1b/t/5a9fe809e4966b2fb99f7627/1520429067378/Talking+With+Kids+6+and+Under.pdf>). What information did students find about protests? How can they be activists in their own communities? Students can come up with ideas and brainstorm together about ways to get involved.

Encourage students to learn about young activists around the world. In *The Protest*, Henry initially responds to Lily’s idea about protesting the closing of the garden with, “But we’re just kids!” How can young people make an impact? After conducting the research project, have students come up with ideas about how they can make a difference, starting in their school or local community. You may wish to consult these articles to find out more about young activists today: (<https://www.cnbc.com/2018/03/08/these-7-young-female-leaders-are-changing-the-world.html>) and (<https://www.theguardian.com/world/2013/oct/18/teenagers-changing-worldmalala-yousafzai>).

Science: Have students conduct more research on the importance of public gardens. How are public gardens critical to their neighborhoods? Why do we need public gardens? Students can research the public gardens in their community or their state overall. Consult the following resources to learn more about why public gardens: <https://www.mounts.org/why-public-gardens-matter/>; <https://www.publicgardens.org/about-public-gardens/advocacy/key-issues/>;



English Language Learner Activities With

The Protest

Guided Reading: I
DRA: 16

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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 Lily and how she and her friends worked together to protest and save their public garden.

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.

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