



Guided Reading with

## BIBIM BAP FOR DINNER

Guided Reading: J

DRA: 18

Intervention: 18

by Laura E. Williams

**Overview:** Follow along step-by-step as a young boy and his mother make a Korean dish, Bibim bap, for the whole family to enjoy.

24 pages, 379 words + Definitions + Recipes

**Genre:** Nonfiction

**Focus:**

- understanding the author’s message
- connecting personal experiences / background knowledge with a story
- reading for information and instruction
- noticing additional information outside the main text
- using a pronunciation key
- drawing conclusions and making inferences

**Supportive Text Features:**

- familiar words and concepts
- narrative sentence and text form
- consistent placement of text
- sequential events

**Phonics:**

- /-ice/ word family

**High-frequency Words:**

*we, are, make(ing), for, in, to, and, is, one, of, my, with, the, I, when, it, will, have, of, look(s), out, a, our, going, they, like, them, into, after, that, up, so, all, now, put, then, little, on, have, big, do, I'm, very, not, one, don't, you, before, me, but*

**Common Core Standards**

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

**ELL/ESL**

*Bibim bap para cenar*

See back page

### Getting Ready to Read

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

- Have you ever helped an adult cook a meal? What did you cook? What did you do to help?
- What are your favorite foods?
- Does your family ever eat special foods that your classmates may not be familiar with? On what occasions do you eat these foods?

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

- Hold the book. Call children’s attention to the title. Read: “*Bibim Bap for Dinner.*” Talk about what the first part of the title might mean.
- Ask children to use the title and photograph on the cover to predict what they would expect to read about in the story.
- Show the back cover and read the copy. Ask children to think about what the boy and his mother will make.
- Have children suggest some words they might read in the book.
- Give children the book and have them look



through it. Ask them to tell what happens as they turn each page.

- Call children’s attention to the boxed text on some pages and the recipes on pages 22 through 24.

### 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 to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about what they know about cooking. Then encourage them to choose a word that makes sense in the sentence.

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

- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form.
- There is a boxed text on pages 2, 4, 5, and 10 that gives pronunciations and meanings of some unfamiliar words in the story. Italic type is used for these words in the main text.
- The story events are sequential and real, and take place over a single

evening.

- The photographs support and extend the text, but most of the meaning is contained in the text.
- Recipes for bibim bap are included on pages 22, 23, and 24.

**Guided Reading Note:** Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children 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 about how a boy and his mother make bibim bap for dinner.**

**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 them to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

### 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 reading fluently?
- Are they using punctuation to gain meaning?
- How are they dealing with the boxed text and text in italic type?
- 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? Do they laugh? smile? frown?

**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:

- 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.
- 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 sentence or text.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Determine whether or not children noticed the words in italic type and used the boxed text to figure out the pronunciations and meanings of the words.
- Talk with children about how the



author/photograph used real people in her story and how this is sometimes done for both fiction and nonfiction stories.

- Review using punctuation marks to guide the meaning-making process. Point out how quotation marks are used on page 2 to highlight the meanings of unfamiliar words.
- Call attention to the recipes and note that they give instructions about how to make bibim bap. Talk about the parts of the recipe and the importance of following the measurements and steps accurately.
- Explore the /-ice/ word family, as in rice and slice. Ask children to brainstorm other words that belong in the /-ice/ word family.
- Work with the verb ending “-s/-es,” “-ed,” “-ing” as in slice/slices, wash/washes, cook/cooked, fry/fried/frying, eat/eating, make/making. Discuss the spelling changes needed for some words. Also explore how each ending gives information about when an action occurred.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit BIBIM BAP FOR DINNER to review the steps for making bibim bap.

### After the First Reading

**1. Have children compare and confirm their predictions with what actually happened in the story.**

**2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.

**3. Introduce and explain the term “traditional food.”** Elicit children’s ideas about how this applies to BIBIM BAP FOR DINNER.

**4. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the book.**

**5. Discuss the process of following a recipe and the importance of having adult help.** Connect the story to children’s own experiences with cooking with their families.

**6. Ask children to talk about how the boy felt at the end of the story, and why they think he felt that way.**

**7. Review words from the story specific to cooking and brainstorm other words the author might have used.**

**8. Compare the realistic cooking experience in BIBIM BAP FOR DINNER with the imaginary one in MUD TORTILLAS**

(<https://www.leeandlow.com/books/2619>).



## Second Reading

**1. Have children reread the book silently 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:** Have children draw their favorite foods, including brief descriptions of the foods and how they are made. Encourage children to include foods that may be traditional to their families or cultural/ethnic backgrounds.

Have children design an advertisement for a restaurant making and selling Bibim bap. What description words should they use to excite people and encourage customers to order the Bibim bap? How much will this restaurant charge for the Bibim bap?

**Music:** Karaoke is a popular entertainment in Korea. Explain this form of singing to children, if necessary, and let them hold their own karaoke party. Many apps and websites (such as Youtube) have songs online for free with lyrics to read as children sing. Many popular or trending songs will have videos with lyrics for children to sing and dance. Other sing-along song websites include:  
<http://bussongs.com/singalong-songs.php>  
<http://kids.niehs.nih.gov/games/songs/>  
<http://www.rif.org/kids/leadingtoreading/en/preschoolers/sing.htm>  
<http://pbskids.org/zoboo/karaoke/>

**Science:** The ingredients in bibim bap have many different tastes, flavors, and textures. Talk about the taste buds and how different places on the tongue experience different flavors. Gather a group of foods that include sweet, salty, bitter, and sour. Have children taste the foods and try to determine which part of the tongue experiences each flavor. More information for children about the taste buds can be found at:  
[http://kidshealth.org/kid/talk/qa/taste\\_buds.html](http://kidshealth.org/kid/talk/qa/taste_buds.html)

**Math:** Bring in a collection of measuring cups and measuring spoons. Let children practice measuring out different amounts of liquids, such as water, and dry ingredients, such as salt or sugar. Talk about the importance of accurate measuring when following a recipe.

Have children look at the list of ingredients required for bibim bap. Investigate how much the bibim bap would cost to make. Look up



online or ask children to find out the cost of one of the ingredients the next time they visit the grocery store with their families. Add up the costs for all the ingredients for the recipe. How many people does the recipe serve? Have children determine how many times they would have to make the recipe (or how much to increase the recipe by) to serve and feed the whole class. For example, if the recipe serves 4 and there are 24 children in class, they would have to make the recipe 6 times and multiply costs by 6.

If facilities and time allow, you may wish to cook bibim bap with children, following the recipes in the book. Children may be involved in preparing shopping lists, paying for and checking their change when purchasing ingredients, and developing a list of tasks that need to be done before cooking can begin. You may wish to enlist volunteers or parents to help and supervise children during the cooking. Be sure to make enough bibim bap so that everyone can have a taste.

**Social Studies:** Help children locate Korea on a map or globe, and estimate the distance between Korea and your community. Talk about what countries are near or bordering Korea. Find the capitals for both North and South Korea. Which seas and oceans are near Korea?

Children may also wish to research other Korean foods, or what life is like for children in Korea. If you live in a community that has Korean restaurants (and won't be able to prepare bibim bap with children), perhaps some food can be brought in for children to taste.

If any children in the class are of Korean ancestry, invite them to tell what they know about the country and traditional Korean customs. Parents, grandparents, or other relatives could be invited to class to tell children about their experiences coming to America.

To learn more about Korea, check out these read aloud books:

THE HAVE A GOOD DAY CAFÉ

<https://www.leeandlow.com/books/2402>

WHERE ON EARTH IS MY BAGEL?

<https://www.leeandlow.com/books/2475>

COOPER'S LESSON

<https://www.leeandlow.com/books/2778>

GOOD FORTUNE IN A WRAPPING CLOTH

<https://www.leeandlow.com/books/2887>

SIXTEEN YEARS IN SIXTEEN SECONDS

<https://www.leeandlow.com/books/2451>

**Writing:** Encourage children to write step-by-step instructions of favorite food in their family. Children should include a list of ingredients and materials needed. Children may wish to illustrate each step. Assemble the recipes in a class book to share with children's families. Children can bring in final foods to share with the class.

Challenge children to write poems about their favorite foods. Remind children it is not necessary for their poems to rhyme. Ideas for getting children started with poetry can be found at:

[https://www.leeandlow.com/uploads/loaded\\_document/122/Poetry\\_Teacher\\_s\\_Guide\\_LM\\_FINAL.pdf](https://www.leeandlow.com/uploads/loaded_document/122/Poetry_Teacher_s_Guide_LM_FINAL.pdf)

If a relative of one of the children visited the class, have children write that person thank you letters.



*Guided Reading: I*  
*EDL/DRA: 16*  
*Intervention: 16*

Guided Reading with

## BIBIM BAP PARA CENAR

Guided reading level I is the benchmark for the end of first grade. Children reading at this level are in an early fluent stage. All 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. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. 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.

Phonics skills to focus on include: initial /pr/, /br/, /fr/ consonant blends; /ch/ consonant digraph; and /rr/ sounds as in **arroz**.

The Spanish edition contains numerous high-frequency and many familiar words. New vocabulary may include the following: **coreano, bibim bap, daikon, pepinos, kimchi, verduras, sabor, hongos, rebana, condimento, sartén, brotes de soja, adobo, carne de res molida, ingredientes, freír, yemas, tazón, picant**. Unfamiliar words may be presented along with synonyms to help deepen children's comprehension of the words and the story. You may also use real objects to support the learning of new vocabulary.

For dual-language children, cognates may also be used, such as:

**preparando/preparing, significa/signifies** (means), **favorito/favorite, absorbe/absorbs, refrigerador/refrigerator, mucho/much** (lots of), **frescas/fresh, usar/to use, Mamá/Mom, elefante/elephant, minuto/minute, combinar/combine (blend), ingredientes/ingredients, apetitoso/appetizing**.

The story contains instructions written in narrative form. Boxed text appears on some pages indicating the pronunciation and meaning of special words, which are indicated in italic type in the text. Recipes are included on pages 22 through 24. For these pages, the present-tense narrative changes to a familiar command-form voice. Review these features with children and talk about how they add meaning and help them read the story.

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.

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



**Abraham Barretto, Vice President of Educational Sales at Bebop Books, An imprint of LEE & LOW BOOKS**  
95 Madison Avenue  
New York, NY 10016  
212-779-4400 x 23  
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 © 2015 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.

ISBN #: 9781584304876