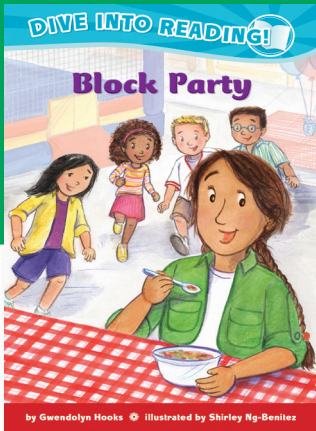




## BEBOP CLASSROOM CONNECTION



32 pages, 347 words + recipe

### 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, and, any, asked, be, but, did, go, her, here, I, in, is, it, let, look, my, no, on, one, our, played, said, saw, see, she, take, the, there, they, to, what, was, who, will, with, would*

### 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

## BLOCK PARTY

*Guided Reading: I*

*DRA: 16*

*Intervention: 15*

*written by Gwendolyn Hooks*

*illustrated by Shirley Ng-Benitez*

**Overview:** It's a block party. Everyone is bringing food to share, but Padma worries that her friends won't like her mom's special dish. Will the dish be a hit or a miss?

## Getting Ready to Read

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

- What happens when people get together for a party? What might you bring to a party?
- Have you ever been to a party with your neighbors? What was it like? Have you ever been to a block party?
- What family dish would you like to share with friends at a party? Why?

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

- Call children's attention to the title: *Block Party*.
- Tell children that this book is about a block party. A block party is a get-together with people in your neighborhood. Ask children to predict what might happen in the story and what the main character, Padma, might do to prepare for the block party.
- Show the back cover and read the copy. Ask children why they think Padma worries that her friends won't like her mom's special dish.
- 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 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 things they have seen at parties or what they might see at a party in their neighborhood. 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 compound (i.e. inside, lunchtime) and multisyllabic words are used.
- One proper noun is stated (India).
- 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 a lentil curry soup recipe 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 about the block party and how Padma feels about her mom's special dish.**

**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



crosscheck, 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 blends and digraphs. The blends in this book are: block, bring, please, place, slide, played, spoons, smile. A consonant blend is when two or more consonants are blended together, but have the letters make separate sounds. The digraphs in this book are: share, there, the, they. A digraph blend is when two words are blended together but make one sound. Have students sort the words under their beginning blend or digraph (i.e. bl-, pl-, br-, sh-, th-).
- 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.
- Modeling asking questions or making "I wonder..." statements to extend comprehension.
- Review and point out that the word *India* is capitalized with the letter "I."
- 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 *Block Party* to review the dish that Padma brings and how she feels about it.

### After the First Reading

- 1. Have children tell what they learned about the block party and confirm their predictions about what happened in the story.** Ask children to talk about Padma's feelings about her mom's special dish at the block party.
- 2. Discuss why Padma gets upset when her mom wants to bring her lentil soup to the block party.**
- 3. Elicit children's ideas about Padma's feelings at the end of the story.** Discuss how her friends and their reactions to the lentil soup made Padma change her mind about her mom's special dish.
- 4. Have children compare Padma's feelings about her mom's dish in the beginning versus the end of the story.** Discuss how Padma changes over the course of the book about her mom's lentil soup.
- 5. Make a list of all the foods that Padma and her friends bring to the block party.** Have children tell about one dish that they would like to bring to a block party that's special to their family.
- 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.**

### 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:** Have children design a poster for a block party in their neighborhood. What would they want to include in the poster? What would they want to tell people about the block party? What are the important features of an informative poster? What about a persuasive poster? After reading *Block Party*, ask children how would they make sure that all of the people in their neighborhood would feel comfortable bringing their own, unique dishes in their poster?

Lentils come in a variety of colors. Ask families to volunteer to donate a small amount of lentils or other types of dried legumes from their pantries to the class. Encourage children to explore the colors, sizes, and textures as they use the lentils or legumes in their artwork.



**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:** Have children investigate the cooking process. Children can watch videos of how soup is made. What goes into the process of making a soup, specifically lentil soup? How do the ingredients change when they are added to the soup? Why do they change? If possible, help children make a lentil soup together as a class, and observe how the ingredients change before and after the soup is made.

If possible with your classroom, invite a parent to volunteer to talk about using lentils in their cooking at home. Have children brainstorm questions beforehand and have them write a thank you after the guest speaker visits.

**Social Studies:** Have children learn more about lentils and specific foods in India. Why are lentils specific to Indian cuisine? What is curry? How is curry important to Indian food? Have students share a particular dish from their family or their family's culture. Why is this dish important to them?

**Writing:** Encourage children to write about what they enjoy doing with their neighbors. Do children have block parties where they live? If they don't have block parties, do they have other informal get-togethers with people in their communities? Have students write about a time they participated in a block-party, or have

students write about a neighbor that they are friendly with and enjoy spending time with. What are the kinds of things they do at their block parties or with their neighbors? Do they also bring and share food with each other? What kinds of foods do they bring and what kinds of foods do their neighbors bring?

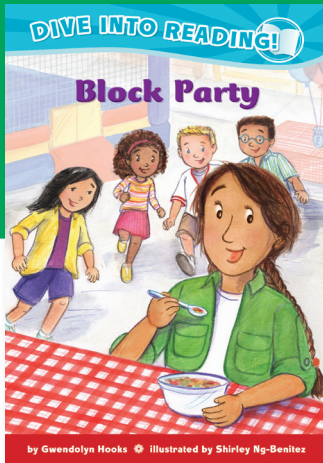
**Cooking:** Encourage children to try the recipe included at the end of the book at home and share their experience (if not the soup!) the next day with the class. Otherwise, bring in some canned lentil soup from the store for children to try.

**Math:** Provide children with various scenarios of food servings at the party. Tell students that they have to make sure that each of the *Confetti* kids gets an equal serving. For example, if there are 10 ears of corn, 20 potatoes, 15 egg rolls, 5 servings of fish and chips, and 25 servings of soup, how many servings would each child get? Provide students with block manipulatives or cutouts of foods so that they can move and count each of the servings as a precursor to division. Consider providing plates so that students can place the manipulatives or cutouts onto the plates to aid in counting and dividing the portions.





## BEBOP CLASSROOM CONNECTION



**Guided Reading:** I

**DRA:** 16

**Intervention:** 15

*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.

### English Language Learner Activities With

## BLOCK PARTY

*Guided Reading: I*

*DRA: 16*

*Intervention: 15*

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 Padma or the block party. Alternatively, students can describe what they admire about their own block parties 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 © 2017 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.

**ISBN:** 9781620143414