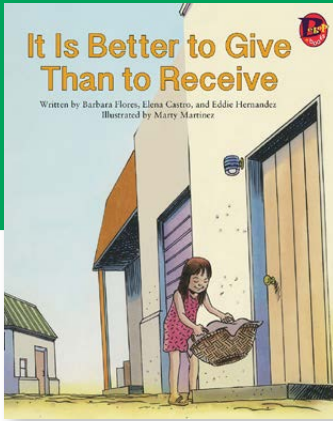




BEBOP CLASSROOM CONNECTION



Guided Reading with

It Is Better to Give Than to Receive

Guided Reading Level: I
DRA Level: 16

by Barbara Flores, Elena Castro, and Eddie Hernandez
illustrated by Marty Martinez

Overview: Read this story to learn what this saying means: "It is better to give than to receive."

About the Book

Page number: 16, Word Count: 373

Genre: Realistic Fiction

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- look at each part or syllable of a longer word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to punctuation, including quotation marks, commas, and end punctuation
- use text to visualize events

- maintain comprehension over more detailed text episodes
- determine author's message using evidence from the text

Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some content-specific vocabulary
- varied sentence lengths

High-frequency words:

- *it, is, to, than, my, when, I, was, a, me, the, with, her, she, of, her, this, and, do, on, that, why, you, if, who, they, should, then, some,*

Contractions:

- *don't, won't, doesn't*

Phonics:

- review r-controlled vowels ar, er (e.g., Barbara, garden, after, better)

- sounds of diphthong oo (afternoon, food, room vs. looked, understood)
- sounds of diphthong ou (e.g., outgrown, outside, house vs. other words like soup)
- silent k before n (know, knock)
- sounds of and rules about ei; focus on the long e sound (e.g., receive) and the long a sound (e.g., neighbor); ei is typically used after c and to make the long a sound.
- syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words (e.g., deliver, prepared, tiptoed, bedside)

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10

ELL/ESL: *Es mejor dar que recibir*

See last page

Getting Ready to Read

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

- How do you and your family help other people? Who helps you and what do they do? (Give your own examples to help spark ideas.)
- How does it feel to help someone?



- How might an adult teach a child to be a helpful person?

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

- Hold the book. Call children's attention to the title. Read: *"It's Better to Give Than to Receive."* Ask students if they've ever heard this expression and if they have any connections to your opening conversation.
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict how the book will explain the saying, "It is better to give than to receive."
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures.
- Ask them to tell what they notice about the pictures as they turn each page, especially how the pictures relate to the book title.
- Call students' attention to the pronunciation guidance for the name "Eusebia" at the back of the book.

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, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to sound out the whole word or re-read the sentence afterwards and think about the story.

4. Be aware of the following text features:

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine and/or focus on a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: receive, "looked after," deliver, neighbors, prepared, basket, outgrown, "feeling ill," tiptoed, sweet bread, bedside table, fresh air
- The text teaches a lesson/moral with several supporting examples. Barbara helps her grandmother's neighbors, and later her ill grandmother, and comes to understand why "it is better to give than to receive." The text includes 1-2 paragraphs per page of varied sentences and assigned and unassigned dialogue.

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. Students are also likely still refining their grasp of phonics patterns. Support



their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out how the story teaches what the saying means, "It is better to give than to receive."

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

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 out the whole word or chunks of the word 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 using punctuation to gain meaning?
- How are they dealing with conversations in the text?

- 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?
- Are they drawing conclusions and making 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 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 sound out the whole word?" or "Did you think about chunking the word?"

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 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.
- Work with suffixes and prefixes.
- 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, solution, and so on.
- 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, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about the saying, “It is better to give than to receive.”

2. Ask questions like:

- Where does Barbara go after school? What does she usually do at her grandmother’s? What instructions does her grandmother give her when she delivers things to the neighbors? Give an example from the text.
- When Barbara and her grandmother are gardening, what does Barbara ask? How does her grandmother answer?
- What happens when Barbara’s grandmother

gets sick? Why do you think Barbara decided to act in that way?

- What does Barbara mean, “I finally understood why it is better to give than to receive?” What helped her understand?
- Now that you’ve read the book, how would you explain this saying to someone who’s never heard it before?
- If you are an adult who takes care of kids one day, how might you help them learn about this saying?
- Does this story give you any ideas for helping others in your own life?
- Why do you think the authors want to share this story with young people?
- Do you agree with Barbara’s grandmother that it is not important that someone knows who helps them? Why or why not?
- Why might people feel shy about asking for or receiving help?
- How does this story demonstrate kindness or community?
- Why do you think the illustrator chose not to show who received things from the grandmother, only the doors of their homes?
- Why do you think the grandmother wanted to teach this lesson to her granddaughter?
- Do you think it is better to give than to receive? Why or why not?

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

Language: Summarize the characters, setting, and main events in the book on a chart. Include the author's message on the chart.

Review the importance attending to punctuation and paragraph breaks to help fluency and comprehension. Practice reading sections of the text aloud, focusing on using punctuation.

Revisit the "lesson" this story aims to teach about giving to others. Brainstorm other lessons important for teaching young children. Invite students to create their own short skits about examples of these lessons, using the structure of a grandmother (or other adult) teaching a child by giving them a task to do.

Read other stories that teach traditional lessons or morals about helping others. Compare and contrast or make connections between texts.

Review the sounds of the r-controlled vowels ar and er using words from the book as examples (e.g., Barbara, garden, after, better). Practice sorting, reading and spelling other words with these spelling patterns.

Teach or review the sounds of diphthong oo (e.g., afternoon, food, room vs. looked, understood) and/or the diphthong ou (e.g., outgrown, outside, house vs. other words like soup). Practice sorting, reading, and spelling examples of words with these patterns.

Notice examples of silent k before n in the text (e.g., know, knock). Practice reading and spelling other words with this spelling pattern (e.g., knife, knack, knot, knowledge).

Discuss the sounds of and rules about the vowel digraph ei; focus on instance when ei spells the long e sound (e.g., receive) and the long a sound (e.g., neighbor). Teach students that ei is typically used after c or to make the long a sound. Practice reading and spelling additional examples.

List and practice reading multisyllable words from the book. Talk about how to divide each one into syllables and how that's helpful to read the words. Talk about examples of different types of syllables. You might focus especially on potentially unfamiliar vocabulary words (e.g., deliver, prepared, tiptoed, bedside.)

Social Studies: Brainstorm a list of ways others in the school or wider community may need help. Next to each need, brainstorm possible ways others could give assistance.

Art: Create a "It is better to give than to receive" bulletin board. Invite each student to create a picture illustrating what this saying means to them.



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DRA Level: 16

Guided Reading with **Es mejor dar que recibir**

Noun Support

The following nouns are used in the story, *Es mejor dar que recibir*: nombre, Bárbara, niña, abuelita, Doña Eusebia Lopez, casa, vecinos, canasta, comida, puerta, escalones, caja, ropa, hermano, bolsa, cobijas, flores, cosas, las gracias, la gente, el doctor, cama, idea, cuarto, pan dulce, vaso, mesita, ventana, aire, jugo,

Print each noun on separate, individual index cards or sticky notes that are small enough to be labels. Photocopy the illustrations and cover the text so that students cannot see the nouns. With the word

cards, have students place the appropriate word card for each noun.

Verb Support

The following verb words are used in the story, *Es mejor dar que recibir*:

cuidaba, sentía, visitaba, pedía, llevara, arreglaba, recuerda, tocar, deja, decía, quedaba, sembrando, darte, toco, dar, recibir, manda, ayudar, enfermó, dijo, tenía, quedarse, sintiera, quedó, conte, regresé, entré, abrí, entrar, despertó, puso, contenta, sé

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes why it is better to give than to receive.

For students engaging with both English and Spanish texts, have students note that there are question statements used in the story. In Spanish, 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.

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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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