

12 pages, 55 words

Genre:

Narrative Nonfiction/Instructions

Focus: Concepts of Print and Reading Strategies:

- reading and following directions
- using picture clues
- reading a patterned sentence
- sequencing events
- recognizing action words (verbs) and adjectives

Supportive Text Features:

- familiar words and concepts
- repetitive, patterned sentences
- strong picture-text match

High-frequency Words:

we, in, the, all, up, and, as, can, be, it

Common Core 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.4
- L.1, L.4

ELL/ESL

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See back page

Guided Reading with

GO GO GUMBO

Guided Reading: E

DRA: 8 Intervention: 8

by Adjoa J. Burrowes

Overview: Come see what’s cooking as an African American girl and her grandfather stir up a yummy batch of gumbo chock full of delicious ingredients.

Getting Ready to Read

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

- Tell me what someone might put into a stew or soup.
- What are leftovers? What might a cook make out of leftovers?
- What could a grandfather and his granddaughter put into a delicious stew?
- What is your favorite stew or soup? Why?

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

- Hold the book. Call children’s attention to the title. Read: “*Go Go Gumbo.*”
- Ask them to look at the picture and talk about what the title might mean.
- Have children predict what they would expect to see happen in the story.
- Show the back cover and read the copy. Ask children what they think the girl and her grandfather will put into their gumbo.
- 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 in the story.

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. Encourage them to read on and return to the unknown word after completing the sentence.

4. Be aware of the following text features:

- The book contains several high-frequency words and many familiar words that children may know by sight.
- Familiar food words are used: *onion, meat, chicken, beef, tomato, fish.*
- There is a picture on each text page to help children figure out the food word.
- The first sentence is repeated on each page, with one word change.
- The second sentence on each page is different and contains a verb or adjective(s) to expand on the first sentence; many of these sentences begin with the contraction "Its."

Reading the Book

1. Set a purpose by telling children to read and find out how the girl and her grandfather made their gumbo.

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:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture for help." Encourage children to take a guess based on the subject of the story or to use the beginning sounds or known parts of



the word. Encourage them to read on and return to the unknown word after completing the sentence.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have 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.
- 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.
- 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 about what happened in the story.

- 2. Have children tell the recipe for the gumbo.** Discuss each ingredient and vote on whether or not children would like to include it.
- 3. Reflect on how the tastes of the different foods will blend.**
- 4. Draw some conclusions about the taste of this gumbo. Will it be hot, spicy, sweet, and so on?**
- 5. Talk about how the girl and her grandfather feel about each other.**
- 6. Find some evidence in the book that supports the idea that the two characters are fond of one another.**

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

Art: Give each child a piece of construction paper cut into the shape of a pot. Have children cut pictures of food out of magazines and paste them on their pots to make gumbo collages. Encourage creative but realistic combinations for the gumbo mix.



Music: Use the tune of “She’ll Be Coming Round the Mountain” to innovate a song that has a verse for each ingredient. For example, “We’ll be chopping up the onion for the gumbo. We’ll be chopping up the onion for the gumbo. We’ll be chopping up the onion, we’ll be chopping up the onion, we’ll be chopping up the onion Go, go, gumbo!”

Science: Predict which gumbo ingredients will sink when added to the pot and which will float. If possible, gather some of the ingredients and use a pot of water to test children’s predictions. Make a chart to show which items float and which sink. Cut each solid ingredient in half and then smaller pieces. Ask children to try and explain what influences whether something sinks or floats.

Bring in cans of soup to read the labels with children. What ingredients are in the soup? How many servings are in a can?

Math: Cut up some vegetables and label the pieces one half, one quarter, and so on. Show children how all the pieces are exactly the same size when we use fractions.

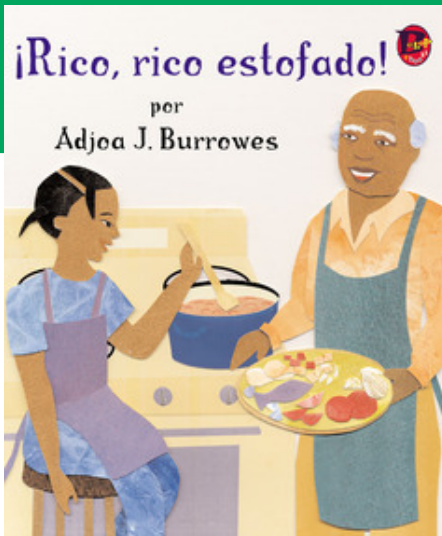
Social Studies: Compare the soup- or stew-like dishes that are eaten by different families. What ingredients are common to many families and which ingredients are specific to individual families? Have children interview the “cook” in their families about how soup or stew or gumbo is made. If possible, invite families to share their favorite soups (homemade or pre-made) with the class for students to try different types.

Writing: Help children write their own recipe for a silly or realistic soup or “gumbo.” Children can sketch or draw along with each step.

Have children write and draw a story about cooking with their family. What do they make together? Is this meal or food for a special occasion or for a regular mealtime?



BEBOP CLASSROOM CONNECTION



Guided Reading: E
EDL/DRA: 8
Intervention: 8

Guided Reading with

¡RICO, RICO ESTOFADO!

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.

The Spanish edition has many familiar words. The first sentence is repeated on each page, with one word change. The second sentence on each page is different. The foods and concept should be familiar to most children.

Exclamation points are used on page 12 at both the beginning of the sentence and right side up at the end.

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. If children have difficulty with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

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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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Guided Reading Level: E

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