

Decodable Literature Library Close Reading Guide

Reading Series 1: *Jen's Best Gift Ever*



Day 1

Foundational Skills Instruction

Complete the Day 1 activities in the *Jen's Best Gift Ever* Foundational Skills Guide.

Close Reading Instruction

Explore Book Cover

Invite students to look at the front cover of the book and to read the title and identify the author and illustrator with you. Remind students that an author is a person who writes books and an illustrator is a person who makes the pictures in a book. Then, based on the title and cover illustration, invite students to infer what the author and illustrator want readers to know about the book.

Say: *Let's take a quick look at the book cover and start thinking about what the author and illustrator want us to know about this book. (Student answers should demonstrate the general understanding that the author/illustrator want us to know that the book is about a character named Jen getting a special gift, maybe the best gift she has ever gotten.) If students need extra support arriving at this understanding, use the scaffolds provided. If no scaffolding is necessary, move on to the next exercise.*

Scaffolds for Explore Book Cover

Ask: *Who do you think the girl in the illustration is? (Jen) How do you know? (Because the title says "Jen's Best Gift Ever" and this girl is sitting in front of a gift, so we can predict she is Jen.)*

Ask: *What do you see in the illustration that goes with the word gift? (The present.) You may need to scaffold students to understand the meaning of the word gift: a gift is a present.*

Ask: *What could the author mean by "Jen's Best Gift Ever"? (the best present Jen has ever been given)*

State the general understanding: *Listen as I put this all together. I think that the author and illustrator want us to know that the story is about a character named Jen getting a special gift—maybe her best gift ever—since the title is Jen's Best Gift Ever.*

Begin Individual Reading | pages 1–6

Before beginning the day's reading, post purpose statements and ask students to place the **setup bookmark** between pages 5 and 6. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

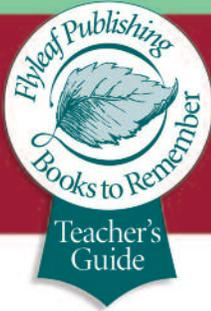
Say: *I want each of you to read pages 1 through 6 softly to yourself and find out about how the author sets up this story. Remember, when we do this, we find out what is important to know about the characters, where they are, and what they are doing. We also look at the illustrations to clarify our understanding. After you read, I will ask, "What have you found out about what is going on with the characters in the setting so far?"*

Day 1 Purpose Statements

- After I read the words, I can use illustrations to help clarify my understanding.
- I can think about how an author sets up a story.
- I can make inferences to fill in missing information.

Use Bookmarks to Reinforce Story Grammar

See the Close Reading Guide Overview and the Story Grammar Bookmark Model Lesson for an explanation of how to use the story grammar bookmarks.



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Examine What the Text Says

Use the following text-dependent questions to establish how much of a general understanding students have about the setup of the story and whether they can give evidence for their answers with key details from the text and illustrations.

Ask: *So what have you found out about what is going on with the characters in the setting so far?* (Student answers should demonstrate the general understanding: Jen gets up early and she checks the calendar to make sure it is her birthday. When she sees it is really her birthday, she runs into her parents' room to tell them.) Ask students to provide evidence (key details) for their answers by asking: *What do you read in the text and see in the illustrations that help you understand this?* If students need extra support in connecting key details with the general understanding, use the scaffolds provided. If no scaffolding is necessary, move on to the next exercise.

What Is the Story Setup?

When we use the term *setup*, we are referring to what the characters are doing in the setting in the beginning of the story. We promote the examination of the relationship of these two story elements (character and setting) to give students more insight into the story structure.

Scaffolds for Examine What the Text Says

Say: *Let's read the parts in the book that tell us about the time of day.* (On page 1, the text says, "It is six o'clock and the sun is just up," so we know it's the start of the day. It is early in the morning.)

Ask: *How do you know it is Jen's birthday?* (The illustration on page 4 shows Jen pointing to a day on the calendar, and the text on page 3 says, "it is Jen's birthday!")

Ask: *What does Jen do when she realizes it is really her birthday?* (She runs to tell her mom and dad.) *How do you know?* (The text on page 5 and the illustration on page 6 show Jen running to tell her parents it is her birthday.)

State the general understanding: *Listen as I put this all together. What have we found out about what is going on with the characters in the setting so far? Jen gets up early and she checks the calendar to make sure it is her birthday. When she sees it is really her birthday, she runs into her parents' room to tell them.*

Examine How the Text Works

Use the following think alouds to model for students how to examine the author's craft, specifically how the author's use of punctuation and word choice convey important information about this part of the story.

Examine the Author's Word Choice and Use of Punctuation

Ask students to turn to page 3. **Say:** *Let's stop and clarify why the author writes "At last, it is Jen's birthday!" We don't want to miss something important.*

Say: *The words at last make me think Jen has been waiting for her birthday and the punctuation makes me think that Jen is excited. What punctuation mark in this sentence helps us infer that Jen is excited that her birthday has arrived? (an exclamation point). We also need to remember what we do when we see a comma. (We pause.) Let's read the sentence together with strong feeling, with a pause at the comma. (At last, it is Jen's birthday!)*

Say: *When we read it like this, we really can tell how Jen feels. I realize that examining the author's use of punctuation helps us understand this. I am glad we stopped to clarify our understanding. This helps us fill in missing information about how Jen feels.*

Examine the Author's Word Choice

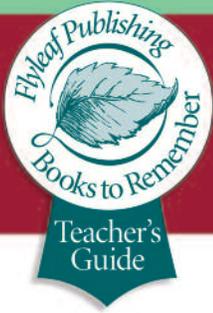
Turn to page 5. **Say:** *Now let's look at the author's word choice on page 5 and the illustration on page 6. I am thinking about the fact that the author chooses to say that Jen sings, "I am seven—seven, seven, seven" when she runs to tell her mom and dad that it is her birthday. When I look at the illustration, I can see that Jen is running. Let's read Jen's words together the way Jen might be singing them. (I am seven—seven, seven, seven).*

Say: *If the author had chosen to say that Jen said that she was seven and walked to tell her mom and dad, we might not understand how excited Jen is that it is her birthday. But because Jen is singing and running to tell her mom and dad, we can infer that she is excited, even though the author does not say it.*

Say: *Because we inspected the text carefully, we were able to find a lot of evidence that shows that Jen is excited about it finally being her birthday. Turn to your partner and take turns reading the evidence that shows that Jen is excited on pages 3 and 5.*

Why Comprehension Monitoring Is Important

Sometimes, the author's choice of words and/or use of punctuation, syntax, or vocabulary can cause a breakdown in comprehension. Through examination of the author's craft, you can help students learn to monitor their own comprehension, for example, by asking themselves *What do I need to clarify?* when they read something that is confusing.



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Day 2

Foundational Skills Instruction

Complete the Day 2 activities in the *Jen's Best Gift Ever* Foundational Skills Guide.

Close Reading Instruction

Provide a Recap

Take just a minute to model a brief recap of the story setup so far, supported by key details.

Say: *I am going to recap what we know so far: It is early in the morning and Jen gets up to check the calendar to make sure it is really her birthday. When she sees it is her birthday, she is excited and runs singing down the hall to tell her parents. Pause and say: I wonder what is going to happen next?*

Continue Individual Reading | pages 7–14

Before beginning the day's reading, post purpose statements and ask students to move the **setup bookmark** so it is between pages 13 and 14. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

Say: *I want each of you to read pages 7 through 14 softly to yourself. I want you to continue to read about the setup of this story now that we know it is Jen's birthday. After you read, I'll ask, "What else is going on with Jen that is important to the story setup?"*

Examine What the Text Says

Use the following text-dependent questions to establish how much of a general understanding students have about what else is happening in the story setup and whether they can give evidence for their answers with key details from the text and illustrations.

Ask: *So what else is going on with Jen that is important to the story setup?* (Student answers should demonstrate the general understanding: Jen's parents and her sister give Jen a gift. Jen opens the box and sees a little black kitten.) Ask students to provide evidence (key details) for their answers by asking: *What do you read in the text and see in the illustrations that help you understand this?* If students need extra support in connecting key details with the general understanding, use the scaffolds provided. If no scaffolding is necessary, move on to the next exercise.

Day 2 Purpose Statements

- After I read the words, I can use the illustrations to help clarify my understanding.
- I can think about how an author sets up a story.
- I can reread closely to clarify my understanding.

Make Sure All Students Can See Evidence

When students provide evidence for their answers, be sure they demonstrate where the evidence is located in the book. Then, for the whole group, reread the text and/or point out the illustration that has the supporting details. Modeling this process of locating evidence is particularly beneficial for students who may have missed evidence in their own reading.

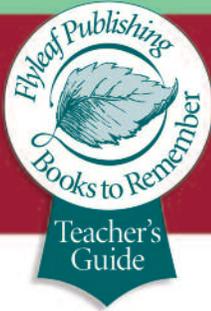
Scaffolds for Examine What the Text Says

Ask: *How do you know who the gift is from?* (The text on page 9 says, "Mom and Dad and Jen's sister Emma...tell Jen to lift the lid from the box," and we see them in the illustration with Jen as she holds the box.)

Ask: *What is a lid?* (the top cover of a box or container). *How do you know?* (The text on page 11 says, "lifts the lid," and in the illustration on page 12 we see Jen lifting the top of the box.)

Ask: *How do we know what Jen's gift is?* (We know it is a kitten because the kitten is inside the box that Jen opens.)

State the general understanding: *Listen as I put this all together. What else is going on with Jen that is important to the story setup? Jen's parents and her sister give Jen a gift. When Jen lifts the lid, she looks inside the box to see that her gift is a little black kitten.*



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Examine How the Text Works

Use the following think aloud to model for students how to examine the author's craft, specifically how the author's use of punctuation and the illustrations convey important information about this part of the story.

Examine the Author's Use of Punctuation

Reread the first sentence on page 7: "Just as Jen gets to Mom and Dad's bed she stops..." Point to the ellipsis at the end of the sentence. **Say:** *This is the first time I have encountered this punctuation in this story. This set of dots is called an ellipsis. I want to clarify why the author uses an ellipsis at this point in the story.*

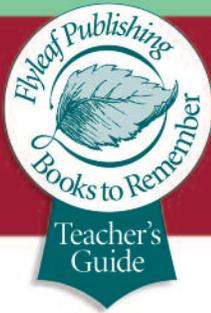
Say: *An ellipsis tells us to pause our reading and lets us know that an idea continues. Often, an ellipsis builds suspense, or makes us wonder what is going to happen next. With the ellipsis at the end of this sentence, I realize that Jen is probably surprised to see the gift. The author makes us pause our reading to build suspense, just like Jen pauses because she is surprised to see the gift.*

Turn to page 12. **Say:** *I love Jen's expression on page 12 as she lifts the lid. Let's act out Jen opening the lid. Scaffold students to imitate her expression and add the surprised sound they think she might make. Say: The author uses an ellipsis again, I think to make us pause and wonder what Jen sees in the box. I think Jen definitely feels surprised to see a little black kitten as her gift. I realize that looking closely at the text and illustrations helps us clarify how Jen feels when she sees and opens the gift. Even though the author doesn't use the word surprised, we can infer that she is surprised and use that word to talk about what Jen is feeling. Turn to your partner and talk about how Jen feels when she opens the box and explain why she feels this way.*

Why Comprehension Monitoring Is Important

Sometimes, the author's choice of words and/or use of punctuation, syntax, or vocabulary can cause a breakdown in comprehension. Through examination of the author's craft, you can help students learn to monitor their own comprehension, for example, by asking themselves *What do I need to clarify?* when they read something that is confusing.





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Day 3

Foundational Skills Instruction

Complete the Day 3 activities in the *Jen's Best Gift Ever* Foundational Skills Guide.

Close Reading Instruction

Generate a Recap

Ask students to tell what they remember about what has happened in the story so far, or model a quick recap of the story setup.

Say: *Jen wakes up early and checks the calendar. She is excited that it is finally her birthday, and she runs down the hall to tell her parents. When she gets to her parents' bedroom she spots a box with a ribbon. Her parents and sister tell her to open her gift. She lifts the lid and sees a little black kitten.*

Pause and **say:** *It is always exciting to open gifts when it's your birthday, but this is not an ordinary gift. A kitten is a really special gift! I would actually call it an extraordinary gift. That means it is extra special. Jen must be so excited to have gotten such an extraordinary gift. I wonder what's going to happen next. Let's read to find out.*

Continue Individual Reading | pages 15–20

Before beginning the day's reading, post purpose statements and ask students to place the **initiating event bookmark** between pages 19 and 20. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

Invite students to read pages 15–20 softly to themselves. **Say:** *Let's read to find out what happens next with Jen and the kitten. After you read, we will talk about what happens next.*

Examine What the Text Says

Use the following text-dependent question script with integrated scaffolding to support students' understanding of the initiating event and the characters' reactions (their feelings, their intentions, and the resulting actions) to it. Be sure to reference the relevant portions of the text and illustrations as you work through the teaching script. Then use a retell activity to reinforce students' understanding of this element of story grammar.

Identify the Initiating Event

Ask: *So, what happens next with the kitten? (Jen lifts the kitten up in her hands. As she is thinking about what to name him, he jumps from her hands and runs to hide under the bed. Jen can't get him out.)*

Say: *Let's read the part that tells us that the kitten jumps out of Jen's hands. (Just then, the kitten jumps from Jen's hands.)* **Ask:** *What are the words that begin this sentence? (Just then).*

Ask: *Do these words remind you of another story we read recently? What did these words signal in that story? (The words just then are used in *The Sunset Pond* to signal that something unexpected is about to happen.)*

Say: *The words just then are like the words all of a sudden. Remember that authors use words like these to let us know that something unexpected is going to happen. I think this is the unexpected event, or the initiating event of the story.*

Say: *Jen is excited that it is her birthday, and her family does many of the things she would expect, but then she gets an extraordinary gift and something unexpected happens: the kitten jumps from her hands, runs under the bed, and doesn't come out.*

Day 3 Purpose Statements

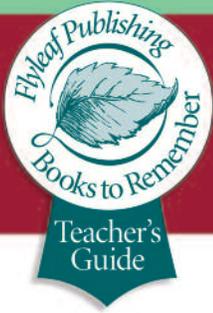
- I can think about a character's reaction to an unexpected event.
- I can use key details to retell parts of a story.
- I can describe a character's plan.

Please Note

Day 3's individual reading and examination of what the text says is broken into two parts: pages 15–20 and 21–24.

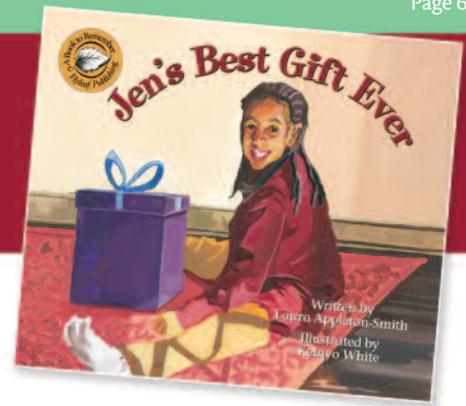
What Is the Initiating Event?

The technical term in story grammar for the event that follows the story setup is *initiating event*. The initiating event is typically an unexpected event or problem. This event gets the story action moving because the main character reacts to it and the course of the story emerges based on the character's reaction. For students, we identify the initiating event as something unexpected that happens that the character has to react to.



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Retell the Initiating Event

Say: Let's practice retelling the initiating event. I am going to use all of a sudden to begin this retell. I will hold up a card each time I use a retell word to help us connect important information.

Say: After opening her gift and discovering that it is a kitten, Jen lifts the kitten up and wonders what to name him. **Just then**, the kitten jumps from Jen's hands and runs to hide under the bed. Jen cannot get him out. Pause and **say:** That is my retell of the story's initiating event. Now it is your turn to practice this part with a partner.

Give students a few minutes to practice retelling the initiating event with a partner, beginning with the words *just then*. Then call on one student to retell the initiating event for the group. Use retell word cards as necessary to prompt the use of literate language.

Examine the Character's Reaction to the Initiating Event

Say: Initiating events make characters' feelings change. When Jen sees the kitten, she is **ecstatic**, which means really excited, about her gift. But when the kitten jumps out of her hands and runs under the bed, she probably feels a little **worried**, or **puzzled**. If you are puzzled, you feel like you don't know what to do. Jen went from feeling **ecstatic** to feeling **puzzled** because her kitten is under the bed and won't come out. Her feelings change very quickly because of the initiating event. Now that Jen is feeling worried and puzzled, I wonder what she is going to do?

Continue Individual Reading | pages 21–24

Before they continue reading, ask students to move the **initiating event bookmark** so it is between pages 23 and 24. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

Say: I want each of you to read pages 21 through 24 softly to yourself and pay special attention to the text and illustrations that help you understand what Jen does in response to the unexpected event. After you read, we will talk about what Jen does about her problem of the kitten being under the bed and not coming out.

Examine What the Text Says

Use the following instructional script with retelling and collaborative conversation activity to support students' understanding of the character's plan, which is part of the reaction to the initiating event. In this book, the plan relates to the character's problem. Be sure to reference the relevant portions of the text and illustrations as you work through the teaching script.

Identify the Character's Problem

Say: Sometimes, initiating events in stories cause problems. **Ask:** What is Jen's problem? (The kitten runs and hides under the bed.) How does Jen feel when this happens? (worried or puzzled because she doesn't know what to do). Why? (because she can't get the kitten out).

Say: If an unexpected event is a problem, characters can react by making a plan to solve their problem. Let's read the part on page 21 that tells us that Jen has a plan. (The text says, "Jen has a plan.")

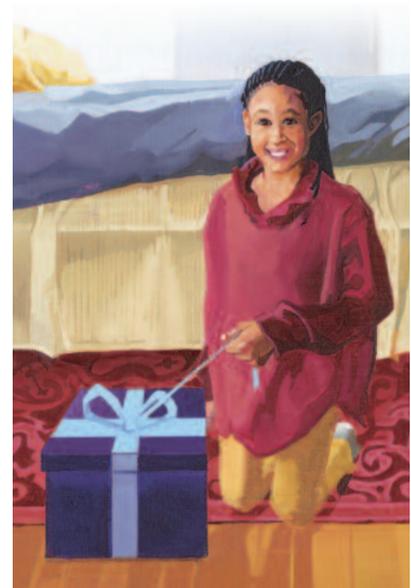
Prepare for the Retell

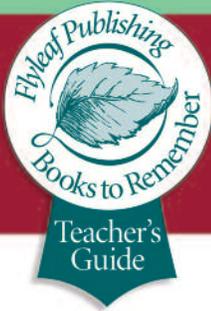
Have the following retell word cards on hand and organized before you begin the retell of the initiating event and the character's reaction. As you read each boldface retell word, hold up the appropriate retell word card to scaffold the more complex language used in the retell. Use the Retell Words Blackline Masters to prepare these materials.

Story language words: *just then*

Connecting words: *because*

Feeling words: *worried, puzzled, ecstatic*





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Retell the Character's Attempts to Carry Out a Plan

Say: So right after the text says, "Jen has a plan," we read about what Jen does to try to solve her problem and make the kitten come out from under the bed. I realize that Jen intends to get the kitten to come out by making it want to play with the ribbon. I can use sequence words to retell what happens when Jen attempts to carry out her plan.

Retell: **First**, Jen pulls a strand of ribbon from the gift box. **Next**, Jen drags the strand of ribbon on the rug next to the bed. **Then**, the kitten runs out and snags, or grabs, the ribbon. Pause and **say:** That is my retell of Jen's attempt, or action, to carry out her plan to solve her problem. Now it is your turn to practice this part with a partner.

Give students a few minutes to practice retelling Jen's attempt to carry out her plan with a partner, beginning with the word *first*. Then call on one student to retell the sequence of actions for the group. Use retell word cards as necessary to prompt the use of literate language.

Practice Stating an Opinion

Say: Now, as good readers, we need to ask ourselves, "Does Jen's plan work?" Talk to the person sitting next to you about your opinion of whether or not Jen's plan works. In deciding what you think, make sure to use evidence from the text or illustrations.

Ask students to share their opinions about whether Jen's plan works. Guide them to elaborate with evidence using the words *in my opinion* and *because*.

"In my opinion, Jen's plan works because _____. My evidence is _____."

Sample opinion statement: "In my opinion, Jen's plan works because the kitten comes out to play. My evidence is that the kitten is not under the bed anymore and he is playing with the ribbon."

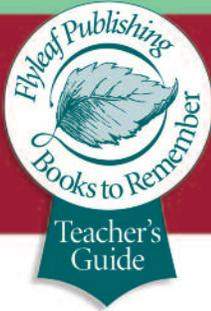
Ask: What can we infer Jen knows about kittens that helps her think of what to do to get the kitten to come out from under the bed? (Kittens like to play with string and ribbon.)

Prepare for the Retell

Have the following retell word cards on hand and organized before you begin the retell of the character's attempts to carry out a plan. As you read a boldface retell word, hold up the appropriate retell word card to scaffold the more complex language used in the retell. Use the Retell Words Blackline Masters to prepare these materials.

Sequence words: *first, next, then*





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Day 4

Foundational Skills Instruction

Complete the Day 4 activities in the *Jen's Best Gift Ever* Foundational Skills Guide.

Close Reading Instruction

Conduct a Reread

Based on students' needs, engage in an individual or a choral reread of pages 1–24 for fluency, comprehension, and a story recap. Then, move on to the individual reading that concludes the book.

Continue Individual Reading | pages 25–28

Before beginning the day's reading, post purpose statements and ask students to place the **resolution bookmark** between pages 27 and 28. Then, as students read quietly to themselves, have individual students read aloud to you so that you can gauge their proficiency and offer feedback on pronunciation. Students should stop reading when they get to the bookmark. Remind students that there are questions on the bookmark that they can think about while they are reading.

Say: *I want each of you to read pages 25 through 28 softly to yourself and pay special attention to the text and illustrations that help you understand what happens to finish the story and how Jen feels at the end of the story. After you read, we will talk about what happens in the end and think about how Jen feels.*

Examine How the Text Works

Before talking about the story resolution, use the following think aloud to model for students how to understand the meaning of a vocabulary word by making an inference from the clues in the text and illustrations.

Explore a Robust Vocabulary Word

Turn to page 25 and think aloud. **Say:** *After Jen names her kitten Frolic, we read the sentence that says, "Frolic is the best name for a kitten who can run and jump so well." This makes me stop and think that I need to pay attention to the meaning of the word frolic. Why does the author write, "Frolic is the best name for a kitten who can run and jump so well...?"*

Say: *There must be something special about the meaning of this word that I need to know. I think it must have something to do with running and jumping. I am going to look for some clues in the text and illustrations to help me infer the meaning of the word frolic.*

Turn to page 23. **Say:** *On page 23, the text says that the kitten runs out to snag the ribbon and he twists and flips as he runs after it. From what I know about kittens, I know that these are things that kittens do when they play. I can confirm this thinking because I see the kitten playing with the ribbon in the illustration on page 24.*

Say: *Then on page 25, Jen chooses the name Frolic for the kitten because she says he can run and jump so well. I am going to infer that the meaning of frolic is to run and jump and play. I think this is a good inference, but if I want to confirm my thinking, I can look up the meaning of the word in a dictionary.*

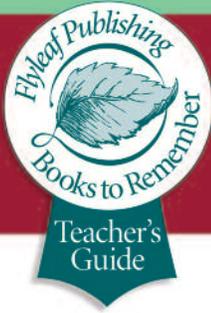
Model how to look up the definition of the word, and then **say:** *The definition in the dictionary tells me that frolic means to run around or play in a happy, excited way. Now I know that my inference was good, and I know the meaning of the word frolic. I also realize that Jen's choice to name her kitten Frolic tells me something about Jen. She is a clever person and has a good vocabulary!*

Day 4 Purpose Statements

- I can find evidence of the message in the story ending.
- I can use strategies to understand the meaning of words.
- I can help to retell a whole story.

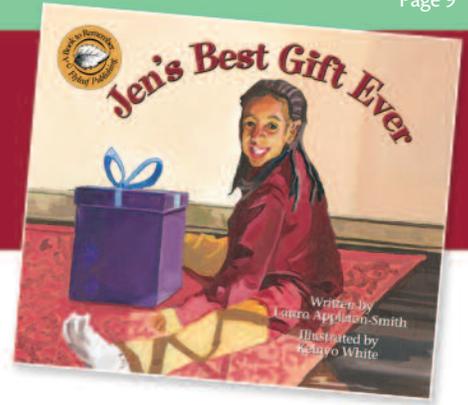
Why Comprehension Monitoring Is Important

Sometimes, the author's choice of words and/or use of punctuation, syntax, or vocabulary can cause a breakdown in comprehension. Through examination of the author's craft, you can help students learn to monitor their own comprehension, for example, by asking themselves *What do I need to clarify?* when they read something that is confusing.



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Explore the Story's Resolution

Say: Let's look now at how the author finishes the story. On page 27, the text says, "Frolic runs and flips and spins until he has to rest." Because of her good plan, she has gotten to play with her kitten and to spend enough time with him to know that Frolic is a good name for him.

Say: Let's read the last two lines in the book together and think about what they tell us about Jen. (Jen is polite. She is really grateful for and happy with her extra special gift.)

Say: I like that the author chose the title *Jen's Best Gift Ever* for this story, and how she ends the book with Jen feeling happy and thankful for her extraordinary gift. I think one of the things I can learn from Jen is to be calm and think of a good solution when a problem happens.

Generate a Retell

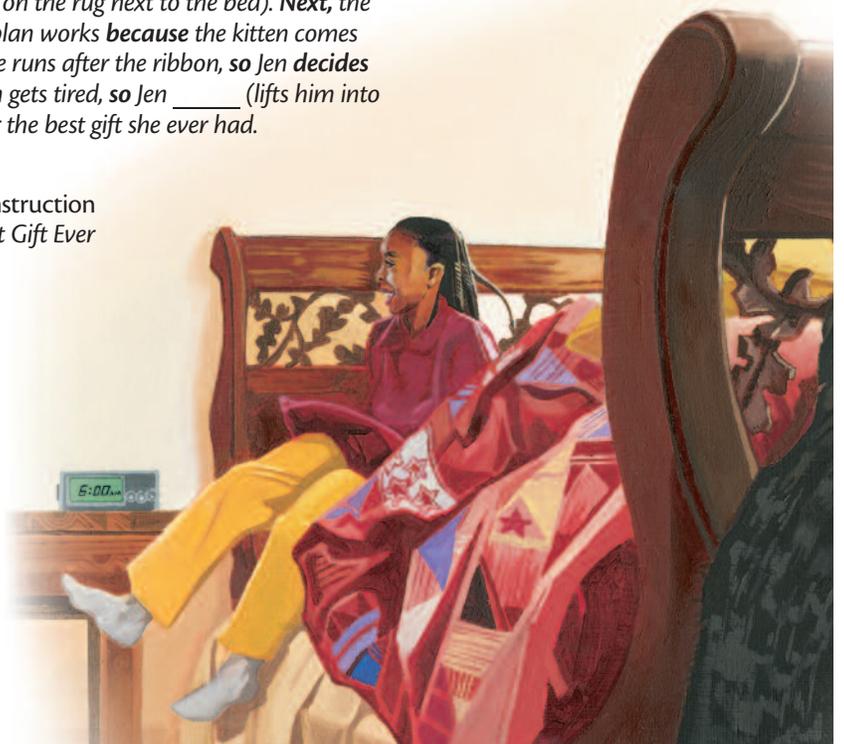
A retell allows for a full recap of the story and models the use of academic language that emphasizes the elements of story grammar that have been covered in Day 1–3 instruction. Have students participate in an oral cloze retell of the story. Read the retell that follows and pause at the blanks for students to fill in the missing information.

Say: I am going to model a retell of the whole story. Retell words help us to connect important information in the story. I'll hold up the retell words as I say them. When I pause, you can fill in the missing information.

Retell: Jen wakes up early and jumps out of bed. She checks her calendar and feels _____ (excited) because _____ (it is finally her birthday). So she runs down the hall to _____ (tell her mom and dad). When she gets to her parents' room, she sees _____ (a box with a ribbon). Her parents and sister Emma sing "Happy Birthday." Then they tell her to open the lid on her gift. Jen is surprised because _____ (her gift is a kitten). She lifts the kitten up high, thinking about _____ (what she wants to name him). But then, all of a sudden, _____ (the kitten jumps from Jen's hands and runs to hide under the bed). Jen feels _____ (worried and puzzled) because _____ (she realizes her new kitten is under the bed and she cannot play with him and get to know him). So, she makes a plan to get the kitten to come out and play with _____ (a strand of ribbon). First, _____ (she drags the ribbon on the rug next to the bed). Next, the kitten _____ (runs out and snags the ribbon). So Jen's plan works because the kitten comes out to play. Then the kitten jumps, twists, and flips as he runs after the ribbon, so Jen decides to name him _____ (Frolic). But after a while the kitten gets tired, so Jen _____ (lifts him into her lap). Jen is glad. She thanks _____ (her parents) for the best gift she ever had.

Deliver Fluency Instruction

Refer to the Phrase-Cued Reading Model Lesson for instruction and make sure all students have copies of the *Jen's Best Gift Ever* Phrase-Cued Reading Sheet Blackline Master.



Prepare for the Retell

Have the following retell word cards on hand and organized before you begin the retell. As you read each boldface retell word, hold up the appropriate retell word card to scaffold the more complex language used in the retell. Use the Retell Words Blackline Masters to prepare these materials.

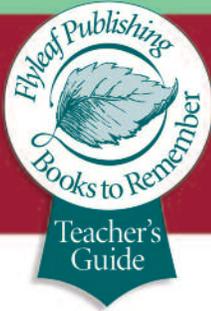
Story language words: *all of a sudden*

Mental-state verbs: *realizes, decides*

Sequence words: *first, next, then*

Connecting words: *but, so, because*

Feeling words: *excited, surprised, puzzled, worried, glad*



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Day 5

Demonstrate Understanding

Conduct a Character Analysis

Post the day's purpose statements. Then use the Character Analysis Chart (make a copy of the chart found in the Blackline Master section of this guide) to analyze Jen's character by looking at what she says and does in the story (evidence), and then thinking about what this tells us about her (character traits). Be sure students return to the text to reread relevant portions as necessary. Once you have finished filling in the chart, engage students in a collaborative conversation by asking the question that follows. We have provided a sample chart to give you an idea of the information that a completed character chart should contain.

Say: *We can learn a lot about characters from what they say or do. Let's use a chart to see what we can learn about Jen. In the left side of the chart we will write some things Jen says or does in the story. These things are evidence of her character, or what Jen is like as a person. In the right side of the chart, we will write what the evidence tells us about Jen.*

Day 5 Purpose Statements

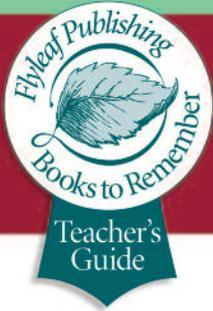
- I can give evidence for what a character is like.
- I can talk about and write about my opinion.

What does the character say or do?	What does this tell us about the character?
Jen drags a ribbon on the rug to make the kitten come out from under the bed.	Jen is a good problem solver.
Jen thanks her parents for the kitten and tells them it is the best gift she has ever had.	Jen is grateful and polite.
Jen names her kitten Frolic.	Jen is clever.
Jen gets the kitten to come out by playing with him; she lets the kitten sit in her lap when he gets tired.	Jen is kind to animals.

Ask: *What have we learned about Jen? Use evidence from the chart, text, and illustrations to support your answer. (She is a good problem solver; she is grateful and polite; she is clever; she is kind to animals.)*

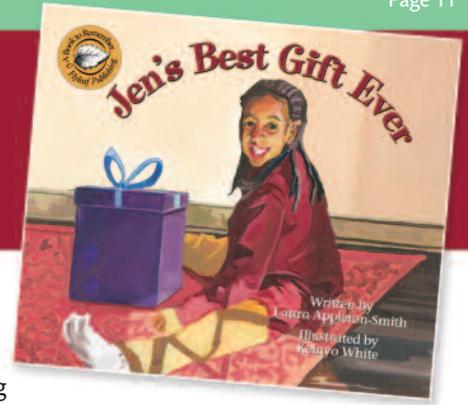
Why Discussion Is Useful

Discussion activities are a good opportunity for students to practice taking turns speaking, speaking clearly, and—when not speaking—listening actively to their peers.



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From Close Reading to Action: What Does the Text Inspire You to Do?

The following action-oriented activities allow students to demonstrate their understanding of the text they have read. The tasks are designed to enable students to effectively express themselves as discussion partners, writers, and illustrators. Sentence frames are offered to scaffold students' use of academic language where necessary.

Discuss and Write an Opinion

Ask: So based on what we have learned about Jen from reading the story and filling in the chart, would you want her for a friend? Tell us what you think and explain why. (Answers will vary.) Use information from the chart and evidence from the text and illustrations to support your answer.

Say: Now that we have talked about what we can learn about Jen from the things she says and does, I want you to write about what you think. Your writing will answer this question: In your opinion, would you want to have Jen for a friend? Make sure to use evidence from the text and information from the character chart to support your answer. You can illustrate your writing to provide more details and evidence.

After completing the exercise, invite students to share their work and discuss their opinion with a partner or the group. (Use Blackline Master 1, 2, or 3 for this activity.)

Why Discussion Is Useful

Discussion activities are a good opportunity for students to practice taking turns speaking, speaking clearly, and—when not speaking—listening actively to their peers.

Scaffold for Discuss and Write an Opinion

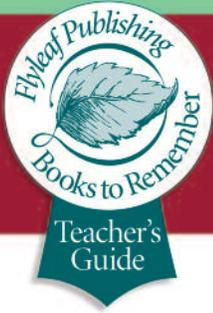
I (would / would not) want to have Jen for a friend because _____. For example, in the story *Jen's Best Gift Ever*, _____.

Sample statement: "I would want to have Jen for a friend because she can come up with good plans. For example, in the story *Jen's Best Gift Ever*, she figured out how to get the kitten out from under the bed."

Create a Story Matrix (Optional)

Creating a story matrix will help students make connections between story events across texts, begin to see the structure of stories, and compare story messages. Depending on time and the size of your group, you may choose to use the Story Matrix Model Lesson as a guide to create a story matrix for *The Sunset Pond* and *Jen's Best Gift Ever*.





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