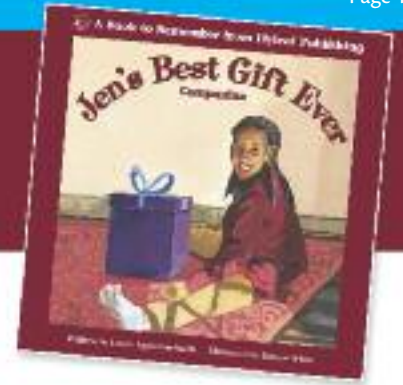


Emergent Reader Series Close Reading Guide

Emergent Reader 18: *Jen's Best Gift Ever* Companion



Day 1

Foundational Skills Instruction and Individual Reading

The *Jen's Best Gift Ever (Companion)* Foundational Skills Guide contains activities designed to help students read the words they will encounter in the book *Jen's Best Gift Ever (Companion)*. Learning to read words is central to reading development, so these activities are an essential part of our systematic and cumulative approach to teaching foundational reading and language skills. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

The Individual Reading with Teacher Feedback activities in this Close Reading Guide provide opportunities for teachers to give corrective feedback and to scaffold students in the use of flexible word reading strategies as they read the book. Applying foundational skills to meaningful decodable text allows students to develop accuracy and automaticity to support fluent reading.

Phonemic Awareness, Phonics, and Word Recognition

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

Explore Book Cover: Identify Title, Author, and Illustrator

Say: *The title of this book is Jen's Best Gift Ever. Point to the author's name and say: Laura Appleton-Smith is the author of this book. Ask: Who is the author of this book? (Laura Appleton-Smith). What does an author do? (writes books). Point to the illustrator's name and say: Keinyo White is the illustrator of this book. Ask: Who is the illustrator of this book? (Keinyo White). What does an illustrator do? (makes the pictures in the book).*

Explore Book Cover: Infer What the Book Is About

Model how to look at the cover and infer what the book is going to be about. Say: *Let's look for clues on the book cover to help us infer what this book is about. When we infer, we use clues in the book and what we already know to figure something out. What clues do you see in the illustration? Read the title with me, Jen's Best Gift Ever. I think the girl on the cover must be a character and her name is _____. (Have students read the name Jen.) There is a box in the illustration that is probably the gift. What helps you know what the word gift refers to? (The box with a ribbon on it. A gift is a present.) The title is Jen's Best Gift Ever, so I know the gift belongs to Jen because of the apostrophe s. What I don't know is why Jen got a gift and what is in the box. What is the best gift ever? Let's read and find out about what Jen got for a gift.*

Begin Individual Reading with Teacher Feedback

Before reading, you may choose to post "I can sound out words I don't know" as a purpose statement for students, since the main objective of this first individual reading is to allow students to apply their grapheme-phoneme knowledge to decode unfamiliar words. While the whole group reads softly to themselves, invite individual students to read several pages aloud to you so you can gauge their proficiency and provide feedback on pronunciation.

Say: *I want each of you to read the book softly to yourself and find out what Jen's best gift ever is. Remember to sound out the words you do not know. After you read the words, look closely at the illustrations. The words and the illustrations together help us understand the story. I will listen to one person at a time. You can start reading now.*

Day 2

Foundational Skills Instruction and Individual Reading, *continued*

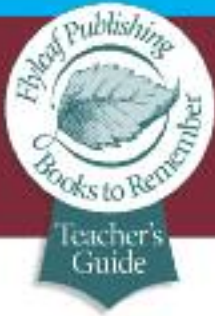
Phonemic Awareness, Phonics, and Word Recognition

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

Complete Individual Reading with Teacher Feedback

Continue to listen to individual students read aloud and offer scaffolded support as necessary.





Emergent Reader Series Close Reading Guide

Emergent Reader 18: *Jen's Best Gift Ever* Companion



Day 3

Choral Read Followed by Close Reading with Text-Dependent Questions

Chorally read the book for fluency practice. Then, use the following activities to guide further rereading of specific parts of the text to deepen understanding and clarify meaning. In this type of text, illustrations carry a large portion of the meaning. It is important that readers learn to integrate the text and the illustrations to gain a deeper understanding of the story. Encourage students to state their responses to the activities' text-dependent questions in complete sentences and to ask questions about any unfamiliar words or concepts they may encounter while reading.

Pages 3–4

Story Structure: Setup

Invite students to spend a few minutes looking at the illustrations in the book. Ask: *Where do you think this story takes place? What is the setting?* (Jen's house). *How do the illustrations help you know about the setting?* (Jen getting out of her bed, Jen's family is in the house, too, etc.) Say: *Remember, there are other important things we need to understand when we think about the setting. We want to know when the story takes place and what is happening at the beginning of the story.* Ask: *What do we learn on pages 3 and 4 that tells us when this story takes place and what is happening?* Have students read the sentence "It is Jen's birthday." Say: *This gives us information about when the story takes place and what is happening. If the author had not made this story happen on Jen's birthday, the rest of the story would have been different. Paying attention to what the characters are doing in the setting at the beginning of the story helps readers understand why the rest of the story happens.*

Pages 7–8

Vocabulary Word Lid

Invite students to read aloud the sentence on page 7. Have them point to the word *lid*. Ask students if they know what the word *lid* means and briefly guide them to the correct answer by looking at the illustration, then give the child-friendly definition. Say: *A lid is the top cover of a box or container. Think of an example using the text. (In the story, Jen opens her gift by lifting the lid, or taking off the top of the box. The lid of her gift has a big blue bow on it.)* Invite students to look at the illustration on page 8, then turn to a partner and talk about the lid in the story.

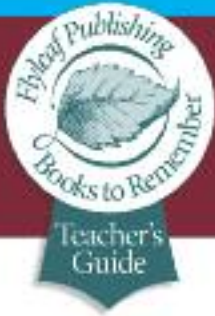
Pages 7–10

Model Understanding of Illustration-Story Relationship

Invite students to look again at page 7. Say: *In this book, the author and illustrator build suspense about what is in the box. Remember, building suspense is when the author and illustrator make you feel like you really want to know what is going to happen. On page 7, we read "Jen lifts the lid on the gift," and the illustration on page 8 shows the box lid tilted up just a bit so Jen can see what's in the box, but the reader can't see it. Look at the expression on Jen's face.* Ask: *What do you think she is feeling?* (She looks surprised.) Say: *Let's imitate her expression.* Encourage students to make surprised expressions. Say: *On the next line on page 7, the author writes the question "What is in it?" This builds suspense and keeps us wondering about what is in the box until we turn the page.* Invite a student to turn the page and read the text on page 9. Ask: *What do we find out?* (Jen's gift is a little black cat.) Say: *The illustrations and the words work together to keep us in suspense, meaning we have to wait and wonder before we can find out what's in the box.*

Story Structure: Characters

Say: *The author introduces a lot of characters in this story. Some are mentioned in the text and we learn their names, and some are not named but are in the illustrations. The story is mostly about Jen. She is the main character. Let's figure out who else is in the story.* Have students go through the story with a partner and determine which characters are named in the text and infer who else they see in the illustrations. (The mother and sister characters will be inferred since only the dad is noted in the text.)



Emergent Reader Series Close Reading Guide

Emergent Reader 18: *Jen's Best Gift Ever* Companion

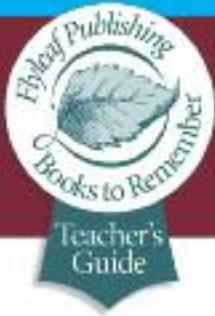


Pages 17–18

Vocabulary Word Plan

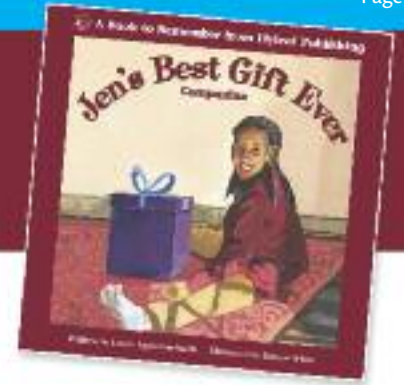
Invite students to read aloud the sentence on page 17. Have them point to the word *plan*. Ask students if they know what the word *plan* means and briefly guide them to the correct answer or give the child-friendly definition. Say: *When you make a plan, you think ahead of time about how you are going to do something. Many times in stories, characters make a plan to do something. Sometimes the author tells us the plan, and other times we have to figure out the plan. Let's read pages 17 to 20 where the author tells the reader Jen's plan to get the cat out from under the bed. ("Jen has a plan. She lifts a ribbon from her gift. The cat runs to get the ribbon.")* Say: *In this story, the author tells us Jen's plan right in the text.* Invite students to turn to a partner and explain Jen's plan.





Emergent Reader Series Close Reading Guide

Emergent Reader 18: *Jen's Best Gift Ever* Companion



Day 4

Individual or Choral Reread Followed by Close Reading with Text-Dependent Questions

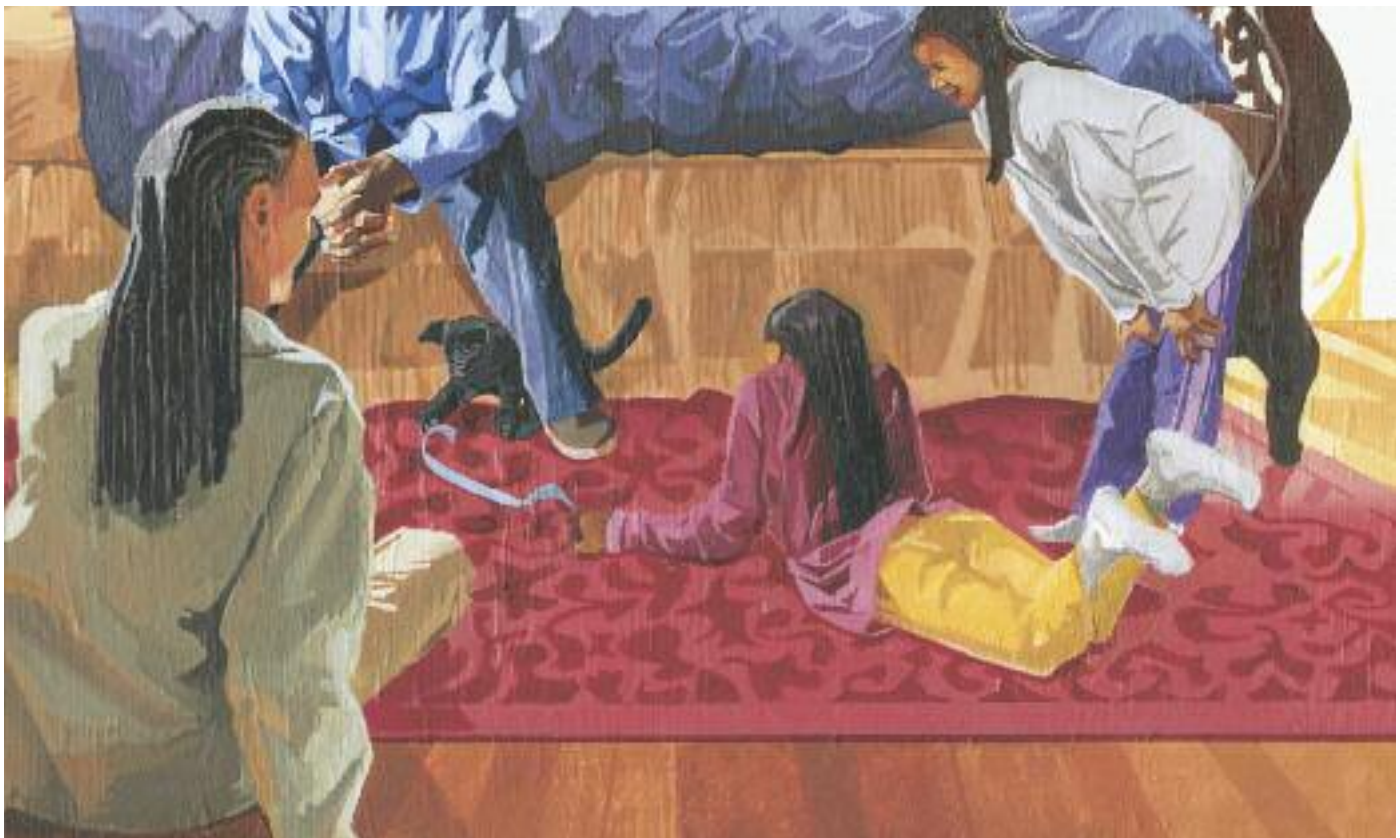
Based on students' needs, engage in an individual reread or a choral reread. Then, with the remaining group time, use the following activities to guide rereading of specific parts of the text to deepen understanding and clarify meaning. Encourage students to answer the activities' text-dependent questions with complete sentences.

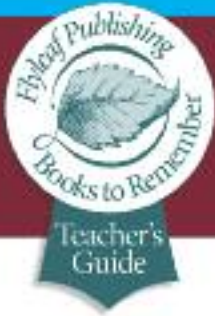
Model Retell

As a recap of the story, model a retell using the sequence transition words and any other story grammar component that students need to learn. The sequence transition words *first*, *next*, *then*, *after that*, and *finally* and the connecting words *but*, *so*, and *because* should be printed and affixed to tongue depressor sticks so that they serve to model academic language that expresses story relationships. (Use the *Retell Sequence Transition Words Blackline Master* and the *Connecting Words Blackline Master* for this exercise.)

Before modeling the retell, explain to students that this book tells a story. Say: *A book that tells a story has characters doing something in a setting. Sometimes the characters have a problem and they need to make a plan to solve their problem. Jen's Best Gift Ever is a book that tells a story. I am going to model for you how to retell the story using the words first, next, then, after that, and finally to connect events in the story and the words so, but, and because to connect ideas in the story.*

Say: *On her birthday Jen wakes up early and jumps out of bed. **First**, her dad gives her a gift in a box with a ribbon. Jen wonders what is in the box. **Next**, she takes the lid off and finds her gift is a little black cat. **Then**, Jen picks the cat up, **but** he jumps from her hands and runs under the bed. Jen is surprised **because** the cat jumped away from her. **After that**, she cannot get the cat, **so** she has to think of a plan. She uses the ribbon from the box to get the cat to come out. **Finally**, the cat comes out and Jen is glad **because** the cat is her best gift ever.*





Emergent Reader Series Close Reading Guide

Emergent Reader 18: *Jen's Best Gift Ever* Companion



Explore Theme/Central Message

Note. Have the following books available: *Dot and Dan*, *Dot Likes to Dig*, and this book, *Jen's Best Gift Ever*. Also, have a blank ER Blackline Master #9 (Exploring a Theme Across Texts) on hand.

Think Aloud. Say: *I have been thinking about the theme or message of some of the books we have been reading. When I think of the theme or message, I ask myself, "What can I learn from this book?" We have read several books about different characters and their pets. Show the covers of the other books. Say: When we read Dot and Dan and Dot Likes to Dig, we talked about how Dan cares about his dog Dot. We also talked about being responsible and taking care of and training your pet and not getting mad at a dog for getting into mischief if it is not being watched.*

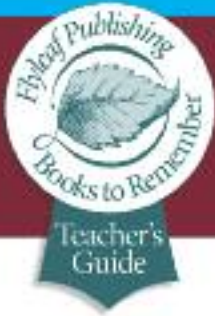
Say: *In the book Jen's Best Gift Ever, the best gift turned out to be a pet cat. Right after Jen opened her gift, the cat ran under the bed and Jen had to figure out how to get the cat out. Jen didn't get upset. Instead, she made a good plan: she dragged a ribbon on the rug to get the cat to come out and play. Maybe Jen realized that the cat was just being a cat: jumping away, running under the bed, and then coming out to play with the ribbon. These are all things that cats do just because they are cats. I can learn from all of these books that when you have a pet, you have to take care of it and be responsible, and you can't get mad at animals for doing things that animals do. I wonder if the author, Laura Appleton-Smith, wants people to think about this message.*

Say: *Let's think about the theme of these books. We can record our ideas on this chart to help us organize our thinking. Model how to fill in the Exploring a Theme Across Texts chart based on the example provided. Then say: I think we can learn something from reading all of these books. What can we learn? (That pets are a responsibility and that you can't get mad at a pet for doing something that pets do, etc.) Post this chart in the classroom for future reference.*

Exploring a Theme Across Texts

Theme: Pets are a responsibility. You can't get mad at a pet for doing something that pets do, especially when you are not watching.

| | | |
|---|---|---|
| <p>Dot and Dan Evidence of Theme: When Dan gets home, he decides to take a nap instead of taking Dot for a walk. Dot gets into mischief by taking Dan's things out of his pack and making a mess. When Dan wakes up, he is surprised to see the mess, but he does not get mad at Dot. He takes her for a walk instead.</p> | <p>Dot Likes to Dig Evidence of Theme: When Dan takes a shower, Dot gets into mischief by taking Dan's things outside and burying them. When Dan finds out, he is surprised, but he does not get mad.</p> | <p>Jen's Best Gift Ever Evidence of Theme: Jen is so excited to get a cat but she immediately has to solve the problem of getting the cat out from under the bed. She does not get mad at the cat. Instead, she is responsible and makes a plan to get the cat out, and the plan works.</p> |
| <p>Dot and Dan What I learned from this theme: Dogs can get into mischief when you are not watching them. Also, dogs need to go outside and get enough exercise. When they don't get this, they can get into mischief. You have to be responsible and care for your dog and train it, but you can't get mad at a dog for being a dog.</p> | <p>Dot Likes to Dig What I learned from this theme: Dogs can get into mischief when you are not watching them. You have to be responsible and care for your dog and train it, but you can't get mad at a dog for being a dog.</p> | <p>Jen's Best Gift Ever What I learned from this theme: Pets can do surprising things and you have to be prepared to be responsible and solve problems instead of getting mad.</p> |
| <p>What I learned from reading these texts: You can't get mad at a pet for doing something that pets naturally do. You need to train your pet and give it exercise. It is important to be responsible for your pet and solve problems if they get into mischief.</p> | | |



Emergent Reader Series Close Reading Guide

Emergent Reader 18: Jen's Best Gift Ever Companion



Day 5

Integrated Reading, Writing, Speaking, and Listening Activities

Expressing Story Relationships

Scaffold students as necessary to use the academic language frames below to explain the cause and effect relationships in the story. Examples of possible student responses are provided with each sentence frame. Stage 1 sentence frames are simpler examples of complex sentence structure. Stage 2 sentence frames are for more advanced students who can handle more sophisticated complex sentence structure. The exercise can be written or done orally. Students can be invited to draw a picture that illustrates what happens in the story and how the characters feel. (Use ER Blackline Master #1 or #5 for this exercise.)

Stage 1

Jen feels _____ because _____. Jen feels excited because it is her birthday.
When Jen _____ she feels _____ because _____. When Jen gets up she feels excited because it is her birthday.

Stage 2

The cat feels _____ when Jen _____. The cat feels scared when Jen lifts it up.
The cat feels _____ when Jen _____ so it _____. The cat feels scared when Jen lifts it up, so it jumps from Jen's hands and runs under the bed.

Text-Dependent Questions for Differentiated Instruction

Use the following questions to think about the text more deeply. These questions can be used to differentiate instruction during the rereads on Days 3 and 4 or on additional rereads, depending on individual student needs. Remember, always return to the text and illustrations to verify, clarify, or remember.

General Understandings

Why does Jen get a gift? (because it is her birthday).

Retell the story using *first, next, then, after that, finally, but, so* and *because*.* (On her birthday Jen wakes up early and jumps out of bed. **First**, her dad gives her a gift in a box with a ribbon. Jen wonders what is in the box. **Next**, she takes the lid off and finds her gift is a little black cat. **Then**, Jen picks the cat up, **but** he jumps from her hands and runs under the bed. Jen is surprised **because** the cat jumped away from her. **After that**, she cannot get the cat, **so** she has to think of a plan. She uses the ribbon from the box to get the cat to come out. **Finally**, the cat comes out and Jen is glad **because** the cat is the best gift ever.)

*Note that the use of connecting words is an emerging skill. While not expected in independent student retell at this stage of development, the skill should be scaffolded so it will develop over time.

Key Details

What does Jen get for her birthday? (a little black cat).

What happens when Jen opens the gift box? (She takes the cat out, but it jumps away and hides under the bed.)

How does Jen get the cat out from under the bed? (she drags the ribbon and the cat runs out to get it).

Vocabulary

What is Jen's **plan** in the story? (Jen thinks ahead and comes up with the idea to drag the ribbon to get the cat to come out. The cat will want to grab the ribbon to play with it because this is something cats like to do.)

How is the word **lid** used in the story? (Jen takes the lid, or top, of the box off to see what is inside.)

Narrative Structure

What is the setting of the story? (at Jen's house on her birthday). How do the text and illustrations help you to know it is Jen's birthday? (the text says that it is Jen's birthday; the calendar in the illustration is marked with an x).

What problem happens in the story after Jen opens her gift? (The cat runs under the bed.) What words tell you there is a problem? ("Jen cannot get him"; page 15.) What words tell you Jen has thought of a way to solve her problem? ("Jen has a plan"; page 17.)

Author's Purpose

What can we learn about pets in this story? What is the theme? (That pets can sometimes cause unexpected problems that need to be solved. Pets are a responsibility.)

What can we learn from Jen's character? (Answers will vary, but should include that you can make plans to solve problems.)

Inferences

At the end of the story, what is Jen glad, or happy, about? (To have been given a cat as a pet for her birthday.)

How does the author let you know that Jen liked her gift? (She says the cat was Jen's best birthday gift. She also says that Jen was glad.)

Opinions, Arguments, and Intertextual Connections

In your opinion, from all the books we read on the theme of pets and responsibility, who would you like to be the most like in caring for your pet? Explain your answer. (Answers will vary.)

Adapted from Rigorous Reading by Frey and Fisher, 2013; California: Corwin Literacy Publishers