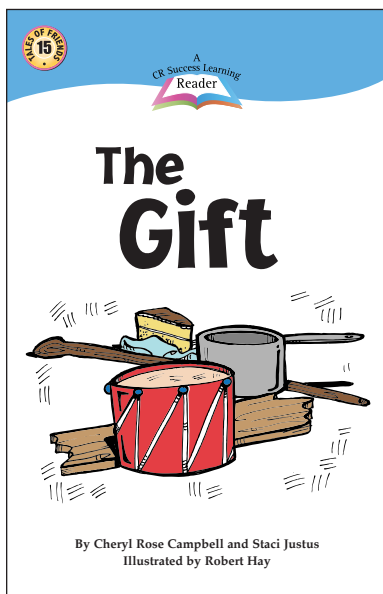




P's & Q's Teacher's Guide for Book 15: The Gift

P araphrase (Story Summary)

Jasmine asks her father, Baba, to tell her a bedtime story, a story from India. Baba tells her the story of a kind and bold little boy. The boy lives with his mother. They have very little money. One day, when the mother is going to the market, the boy asks for a drum. The mother is sad, because she cannot buy a drum. But, on the way home, she finds a plank of wood to give to her son. He is disappointed, but he takes the wood with him when he goes out to play. He meets a woman who is trying to start a fire. He gives her the wood and she gives him a slice of cake. The boy then meets a crying, hungry boy. He gives the cake to the child and the child's mother gives him a pot. He then finds a man whose washing pot has been broken. He gives the man the pot and the man gives him a coat. Next, the boy sees a man who is shivering from the cold. He wraps the coat around the man and the man gives him his walking stick. The last person the boy meets is blind and is in need of a walking stick. The boy gives the walking stick to the blind man, who gives him his drum! At the end of the story, Jasmine tells her father it is the circle of giving, which she can do for her friends and teacher.

P articulars

Number of Chapters	2
CR Success Concept	Concept 16 - Most Kind Old Words
Lexile Level	390L
DRA Reading Level	18
Fluency	93 words correct per minute

P otential Challenges

Possessives:	boy's
Tense:	use of the past tense
Homonyms:	to, too
Punctuation:	use of period, question mark, exclamation mark, quotation marks
Decoding:	knowledge of closed syllables, suffixes, how to divide multisyllabic words with two or more closed syllables; open syllables, silent 'e' syllables, ending syllables, R family syllables, vowel team syllables, closed syllables with long vowels (king/think words, most kind old words)
Vocabulary:	rupees, tug, grain, plank, disappoint, twig, flailing, bedpost, wonder, soak, grateful, accept
Idioms:	once upon a time

P urpose of Book (Comprehension Focus)

Understanding the author's purpose in writing the story enhances the students' comprehension.

Author's Intent + Main Idea = Author's Purpose

Author's intent is to entertain.

The main idea is that it is important to be giving.

(Attribute: Following Safety Rules)

"Hands that give also receive." ~Anonymous

"A bit of fragrance always clings to the hand that gives you roses." - Chinese proverb

Author's Purpose: The authors wrote to entertain us with a story about a girl who is told a folk tale from India. This folk tale teaches about the value of giving and how the one who gives the most, receives the most.

Preview: Before You Read

Picturing

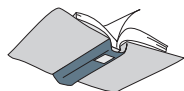


*I have a movie
in my mind...*

- Bring in the following props (actual object or picture), which will help students activate prior knowledge and create pictures in their minds:

coins
twig
plank of wood
grain

Personalizing and Making Connections



*This makes me
think of...*

- Ask questions to build connections for students:
Do you like bedtime stories?
Do you like to be told stories or read stories?
Do you know what a folktale is?
What does it mean to be grateful or to have gratitude?

Read these stories to children throughout the unit on this book. The following books all touch on the theme of giving.

Miss Rumphius by Barbara Cooney
Because of You by B.G. Hennessey
Giving by Shirley Hughes
Mama Panyo's Pancakes by Mary and Richard Chamberlin
Rainbow Fish by Marcus Pfister
The Giving Tree by Shel Silverstein
The Quiltmaker's Gift by J. Brunbeau
The Teddy Bear by David McPhail

Preview and Predict...

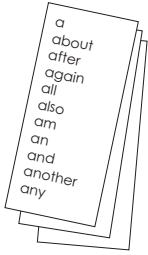


I bet...

- Introduce the book:
This book is a story about a time when Jasmine's father, Baba, tells her a story from India about a boy who gives and receives many gifts.
- Take a 'picture walk' through the story, discussing the illustrations and developing a sense of characters, setting, and the theme of dealing with disappointment.
- Ask students to make predictions about the story. Encourage children to talk freely. Accept any plausible predictions.

Preview: Before You Read (continued)

P ractice



I will practice to build neural pathways.

- **Vocabulary:** Write the vocabulary words on the board. Discuss the meaning of the word and use words in sentences:
 - rupees: coins in India
 - tug: to pull at
 - grain: cereal crops
 - plank: a piece of wood
 - disappoint: to fail or to frustrate
 - twig: a small branch from a tree
 - flail: to move in a thrashing, wild way
 - bedpost: one of the posts at the corner of the bed
 - wonder: to question
 - soak: to make something completely wet
 - grateful: thankful
 - accept: to take something
- **Concept:** Have students look at page 21. Explain that this book will have a number of words with most kind old words, which are words with these patterns: 'ind,' 'ild,' 'old,' and 'ost.' Before you read each chapter, do the Four Step Vocabulary on the Word Study Sheets. Follow these steps for each section:
 1. Silent read and choral read
 2. Teacher says word; student points to word and reads
 3. Teacher gives definition, or antonym/synonym; student points to word and reads
 4. Teacher randomly points to word; student reads
- **Sight Words:** Review sight words through word cards, phrases (on Word Practice Sheets), and games. The new sight words are **woman, wonderful, father, listen, once, few.**

Purpose for Reading

I will...



I will...

Just as the author had a purpose for writing, the reader has a purpose for reading. Set goals with students:

1. If I come to a difficult word, I will "read by spelling" (saying each sound in the word, blending sounds together). I will then reread the sentence so I understand the meaning.
2. I will think about the characters, the setting, the problem and the events to solve the problem. I will think about how Jasmine learned about the circle of giving.
3. I will practice rereading, so I can read smoothly and with expression. My goal is to read 93 words in one minute.

In Progress: Ongoing Comprehension During Reading

Passage Reading Decoding



*I can read it the way
I spell it.
or
I know that word.*

Beginning readers need multiple exposures to a word in order to read it with automaticity. As they develop their phonological and orthographic skills, they extend their processing systems.

When a child struggles to read a word, after allowing time to self-correct, prompt with this statement:

Read it the way you spell it.

This means the student will point to each letter(s) and say the sounds, then blend the sound to produce the word.

(Note: If the word is a T.R.I.C.K.y Word, you can tell the student the word.)

Always encourage the student to reread for meaning. “Try rereading that part and make it sound as if you were talking.”

Pressure Release



*We will read together
and then I will read
on my own.*

This powerful technique develops accuracy and fluency in reading. **It is also known as the 2-2-2 method.**

1. Sit at the right side of the student.
2. When a student makes an error, point to word and allow him/her time to self-correct. If student continues to struggle with that word, prompt, *Read it the way you spell it.*
3. After the 2nd error, begin reading with the student. Pencil above the word. Push the speed slightly as you model accurate and fluent reading.
4. As you read, leave out at least 2 words that you know the student can read successfully.
6. After reading 2 pages (paragraphs in longer books) with the student, have the student read on his/her own.
7. If the student continues to struggle, begin the process again.

Questions



*I wonder...
Who...
Where...
When...
What...
Why...*

Encourage students to generate questions while they are reading. Use ‘think alouds’ to demonstrate how you might questions as you read to clarify or to expand thinking.

Ask questions to develop understanding of story elements and author’s purpose:

Who are the main characters?

What did you learn about (main character)?

Why is the character (finish the question by stating how the character is behaving or talking)?

Describe the setting.

What is the problem?

What happened in the beginning? in the middle? in the end?

What happened right before?

What happened right after?

Post Reading

icture Map of the Story and Author's Purpose

Ask students to retell the story and identify the Main Idea of *The Gift*. Model using the graphic organizer (Story Map and Main Idea). Use the following prompts to elicit answers if the student does not include them. Note if the student uses story language and appropriate details.

Who are the main characters? *Jasmine, Baba, the boy in the story*

What is the problem in the story? *The boy wants a drum, but his mother can't afford it.*

What are the main events in the story?

Jasmine asks her father, Baba, to tell her a bedtime story, a story from India.

Baba tells her the story of a kind and bold little boy.

The boy lives with his mother. They have very little money.

One day, when the mother is going to the market, the boy asks for a drum.

The mother is sad, because she cannot buy a drum.

But, on the way home, she finds a plank of wood to give to her son.

The boy is disappointed, but he takes the wood with him when he goes out to play.

He meets a woman who is trying to start a fire. He gives her the wood and she gives him a slice of cake.

The boy then meets a crying, hungry boy. He gives the cake to the child and the child's mother gives him a pot.

He then finds a man whose washing pot has broken. He gives the man the pot and the man gives him a coat.

Next, the boy sees a man who is shivering from the cold. He wraps the coat around the man and the man gives him his walking stick.

The last person the boy meets is blind and is in need of a walking stick. The boy gives the walking stick to the blind man, who gives him his drum!

At the end of the story, Jasmine tells her father it is the circle of giving, which she can do for her friends and teacher.

How is the problem solved? *There is a circle of giving; at the end, the boy receives the drum.*

What is the BIG, overarching idea of this story? Use Main Idea graphic organizer to fill in main idea.

Big Idea

The hands that give also receive.

What was the authors' purpose? (Use PIE chart + Main Idea= Purpose)

The authors wanted to entertain us with a story about the person who gives the most, receives the most.

Other themes in the story:

Poverty

Creativity

Encourage four readings of the text.

Administer the Fluency Check to assess accuracy, rate, phrasing, expression, and smoothness of reading. Use the Fluency Rubric to assess these areas.

Use the Comprehension Rubric to assess a student's understanding of the story.

assage Reading for Fluency

robes for Assessment

ortfolio



ELA language structure goal:

Beginner: Students will point to vocabulary pictures of items from the story while the teacher orally models the new words.

Intermediate: Students will ask or write simple questions about gifts. Students will make predictions using sentence frames.

If I had a _____, I would give it to _____.

Advanced: Students will write about a time they were given a special gift.

ELA Strategies

Building Background Experience: Show the children the location of India on a map or globe. Bring in foreign coins and grain.

Realia: Coins, twigs, plank of wood, walking stick bag of grain.

Vocabulary cards: Have picture cards for the nouns in the story that will be important, including: drum, walking stick, silver coins, pot, piece of cloth), etc.

Vocabulary notes: The expression “once upon a time” should be discussed.

Acting out: Students may want to dramatize the story as the boy travels, receiving and giving gifts.

Cognates: *Circle*, *flower* and *surprise* are cognates in Spanish.

Word Study Sheet

The Gift: Chapter One

Most Kind Old Words

behind	bold	kind	mind	old
sold	told	wild	child	

Multi-Syllabic Words

disappointment	grateful	remember	smiling	thanked
easily	happened	sadness	spotted	wrapped
blazing	exclaimed	hungry	second	continue
explained	indeed	picked	disappointed	
predicted	surprised			

Phrases

about to turn off	a story from India
Baba thought	Once upon a time
worked very hard	continued the story
only a few coins	What could he do
will find someone	laughed Baba

Word Study Sheet

The Gift: Chapter Two

Most Kind Old Words

almost	bedpost	behold	cold	find
fold	most	scold	blind	hold
tenfold				

Multi-Syllabic Words

against	around	amazed	accepted	asleep
accidentally	always	amazed	begged	stopped
blanket	broken	circle	flowers	garden
given	giving	murmured	exactly	perhaps
resumed	screaming	shivering	silent	
walking	waving	washerman		

Phrases

She wondered	would meet next
could use his pot	Without a word
accepted the walking stick	a wonderful story
grow into flowers	was almost asleep

Fluency Check for *The Gift* Page 10

The boy strolled down the road.	6
On the road, he saw an old woman.	14
She was trying to start a fire	21
with small twigs.	24
The boy gave her his plank of wood.	32
Soon she had a blazing fire.	38
The old woman thanked the boy.	44
She wrapped a slice of cake in cloth.	52
She gave it to the boy.	58
Next, the boy met the potter's wife	65
and her child.	68
The child was screaming.	72
He was flailing his arms in a wild way.	81
The potter's wife told the boy	87
that her child was hungry.	92
The boy handed the child	97
the slice of cake.	101
The child ate the cake and began smiling.	109

Words Correct Per Minute: ____

Phrasing ____ Smoothness ____ Punctuation ____ Expression ____ Accuracy ____ Rate ____

Fluency Check for *The Gift* Pages 11-13

The boy continued to stroll	5
down the road.	8
He saw a man sitting in the grass.	16
The man played a drum with a slow beat.	25
The man looked sad.	29
The boy stopped to talk to the man.	37
He could see that the man was blind.	45
The boy asked the man if he would like	54
to walk with him.	58
The man told the boy he could not.	66
He had lost his walking stick.	72
“Behold!” said the boy, as he placed	79
his walking stick in the man’s hand.	86
The man was so pleased that he gave	94
the boy his drum.	98
“He got his drum!”	102
Jasmine called out	105

Words Correct Per Minute: ____

Phrasing ____ Smoothness ____ Punctuation ____ Expression ____ Accuracy ____ Rate ____