

Books for Young Learners Teacher Resource

Book Notes



Perlitas / Perlitas

Author Judith A. Chamberlain

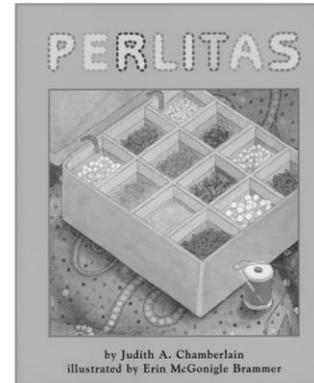
Illustrator Erin McGonigle Brammer

12 pages ■ 98 Eng. words ■ 101 Eng. words

Fountas and Pinnell Level I

Intervention Level 18

Descubriendo la Lectura Level 10



Perlitas

SYNOPSIS

Beads and pearls help children befriend a neighbor.

WHAT THE BOOK OFFERS

- Realistic fiction narrative
- Third person
- Past tense
- Cultural perspective
- Introductory phrases denoting time
- Layers of meaning

POSSIBLE SKILLS EMPHASIS

- Attending to text detail, especially letter patterns
- Self-correcting to work for accuracy
- Inferential reading

INTRODUCING THE BOOK

To help you work out the title of this book and to begin to think what it might tell about, look at the first four letters of the title.

- Write “perl” and “pearl” and discuss why the spelling is different. Once “perlitas” has been decoded, use the cover illustration to discuss the meaning and the definition on the inside front cover to confirm.

*Let’s look at the title page to see who uses the needle and thread.
Where is she? Why might she be sitting at the window?*

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Perlitas / Perlitas (continued)

FOCUS OF INSTRUCTION

- Although the content may be unfamiliar to many students, the vocabulary should pose few challenges that they cannot meet through applying decoding strategies. Inferential reading will be required for full comprehension. For example, students may need prompting to think about Mrs. Flores's apparent shyness, which is probably caused by her being a new immigrant. This could lead to a discussion about nonverbal communication.
- Working for accuracy through self-correcting should be encouraged, with students being frequently asked:

How did you check that? How did you know you were right? Do you need to go back and try that again? How else could you work that out?

FOLLOWING THE READING

- Discussion could include the importance of nonverbal communication, especially to help put people at ease or to show friendship. Relate this to new students in the classroom, especially those for whom English is or will be a second language.
- Discuss reasons for sending cards or messages to people, followed by students making cards to extend the hand of friendship.

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Perlitas / Perlitas (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The front cover of this book is . . . and it makes me think of . . . When we are kind, we help people by . . .</i>
USE YOUR MEMORY	<i>What did Mrs. Flores do every afternoon? What are perlitas? If you need help, look on the inside front cover.</i>
WHAT'S YOUR OPINION?	<i>What do you think Mrs. Flores' job is? What makes you think that? Why do you think Mrs. Flores threw all the perlitas to the kids? Was that a kind thing to do? Why or why not?</i>
BE CREATIVE	<i>Make a 'thank you' card for someone who did something kind for you. If you can't find things like beads, glitter, pearls, or spangles to use on your card, find some colorful markers. Use the markers to make lots of little dots on your letters. This will make it look like you used perlitas. Be sure to give the card to the person you made it for! They will think you are very kind . . .</i>
VOCABULARY AGENT	<i>Look up these words in the dictionary or on Wikipedia. Write the definition and then write each word in a sentence:</i> *occupation *spangle *vest *finish *toss *kindness *crafts

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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