

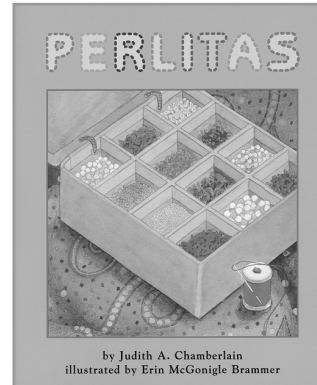
Books for Young Learners Teacher Resource

Book Notes



Perlitás

Author Judith A. Chamberlain
 Illustrator Erin McGonigle Brammer
 12 pages ■ 98 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G	I		

S = Shared G = Guided I = Independent

Perlitás

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 “perlitás” 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 (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.