

Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Before Reading

Foundational Skills Instruction

Complete the Prepare for Reading activities in the *Bon-Bon the Downtown Cow* Foundational Skills Guide.

Note to Instructor

Bon-Bon the Downtown Cow is the last narrative text in the Reading Series 3 Scope & Sequence. Because this book has easily identifiable story grammar elements, it can offer an opportunity for a student-led collaborative conversation guided by the thinking that has arisen from their partner discussions.

While we hope that students will enjoy the opportunity for independent analysis, the content presented in this teacher's guide can be used to help you support students if they continue to need scaffolding. The instruction represents one well-constructed analysis of the story from which the theme of perseverance and the central message *follow your dreams* can be arrived at.

Alternative Analysis

We encourage you to allow students to explore thinking that goes beyond the analysis provided in this guide, as long as their thinking can be supported by evidence in the text.

Explore Book Cover

Have students use the title, the cover illustration, and their background knowledge to help them understand what the author and illustrator want to convey with the book cover.

Ask: What do the title and cover illustration of this book get you thinking about? Does anything on the cover connect to something you already know about? (Answers will vary; use the following prompts as necessary.)

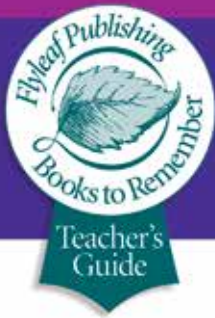
Prompts

Ask: What are some clues about the setting or characters? Students might think that the main character is the cow in the illustration and that the cow's name is Bon-Bon or that the setting is a field outside of a town.

Ask: What does the cover make you wonder about? Students might wonder why there are curtains in the illustration or what a "downtown cow" is.

Ask: What could help you predict the genre of this book? Students might think that this is a play because of the curtains in the illustration.





Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Read the Story Setup

Prepare for Instruction

Post the setup purpose statements. Have on hand, for you and each student, Setup Story Grammar Bookmarks, Nuanced Feeling Word Cards, and Character Trait Vocabulary Lists as well as copies of the Narrative Text Discussion Guide and *Bon-Bon the Downtown Cow* Clarify Words and Phrases Organizer.

Begin Individual Reading | pages 1–16 (Acts 1 and 2)

Direct students to place their **setup bookmark** between pages 15 and 16 and remind them to read the questions on the bookmark and to use the questions to help monitor their understanding when reading the book. **Say:** *I want each of you to read pages one through sixteen to yourself and find out how the author sets up this story. Remember to consider the questions on your setup bookmark as you are reading. After you read, you will talk about the setup of the story with a partner.*

Listen to individual students read and support them in the use of word-reading strategies when they encounter difficult words or text complexities. The content of the During Reading section of the *Bon-Bon the Downtown Cow* Foundational Skills Guide can help you scaffold students as they read.

Partner Discussion

When students finish reading, have them break into pairs and use the questions on their discussion guide to discuss the setup section of the story with a partner. Remind them to record their thinking on the discussion guide in preparation for the collaborative conversation and to clarify the words on the *Bon-Bon the Downtown Cow* Clarify Words and Phrases Organizer. Be sure they have their Nuanced Feeling Word Cards and Character Trait Vocabulary List on hand.

Listen in and scaffold students, as necessary, as they engage in partner discussions, fill in their discussion guide, and complete the book's Clarify Words and Phrases Organizer.

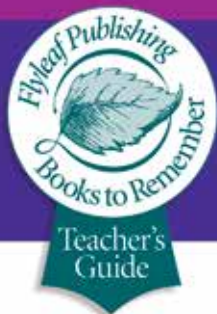
Collaborative Conversation

When partner discussions are finished, bring students together for a group conversation during which you orchestrate a robust exchange of ideas centered on the discussion guide questions.

Say: *Now that you have had a chance to think about the setup section of the story while reading, and to talk about this part of the story with your partner, we are going to have a collaborative conversation. During this conversation, you can share what you talked about during your partner discussion and hear what other people talked about. I will be listening for you to provide evidence and key details from the text and illustrations to support your thinking.*

Setup Purpose Statements

- I can monitor my understanding while I read by thinking about the questions on my setup bookmark.
- I can analyze the setup of the story after I read with the help of the questions on my discussion guide.
- I can make inferences about a character's personality based on what they think, what they say, and what they do.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Identify Key Details in the Story Setup

Have students turn to page 1 of their discussion guide.

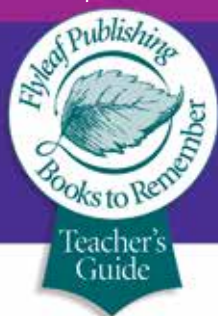
Launch the conversation by **asking**: What important information did you learn about the characters and setting in the story setup?

As you orchestrate an exchange of ideas around this question, be sure that the general understandings noted in the chart are included in the discussion, corresponding evidence is identified, and words and phrases are clarified.

What important information did you learn about the characters and setting in the story setup?

General Understanding	Evidence/Key Details	Clarify Words and Phrases
<p>In the story setup, I learned that... a cow named Bon-Bon lives on a farm that is owned by Farmer Brown and Mrs. Brown.</p> <p>Farmer Brown thinks that Bon-Bon is not feeling well</p> <p>the barn owl told Bon-Bon about seeing a singer on his visit downtown. This makes Bon-Bon dream of being a singer.</p> <p>Bon-Bon believes she will never be a singer and a star because she is a cow.</p> <p>every night, Bon-Bon sneaks out of the barn and sings alone under the barnyard light.</p>	<p>My evidence is... in the text on page 1 ("the Brown Farm"). in the text on page 3 ("Farmer Brown milked his cow Bon-Bon. Outside, Mrs. Brown fed the ducks and pigs").</p> <p>in the text on page 7 ("It was as if Bon-Bon were pouting"). in the text on page 9 ("Bon-Bon is so glum. Perhaps she is ill").</p> <p>in the text on page 11 ("the barn owl told her about his visit to the downtown bandstand. He told her about the singer"). in the text on page 13 ("If I could sing one night on a bandstand in front of a crowd, I would be so proud").</p> <p>in the text on page 13 ("But that will not happen. I am just a cow").</p> <p>in the text on page 15 ("Under the stars and the barnyard light, Bon-Bon sang her songs into the night").</p>	<p>I needed to stop and clarify... pouting (p. 7): showing unhappiness by pushing out the lower lip Clue(s): the text on page 7: "Bon-Bon hung her lip down" paired with the illustration on page 8 showing Bon-Bon pushing out her lower lip.</p> <p>glum (p. 9): unhappy Clue(s): The synonym strategy: Bon-Bon is so unhappy. Perhaps she is ill.</p> <p>ill (p. 9): sick Clue(s): The synonym strategy: Bon-Bon is so unhappy. Perhaps she is sick.</p> <p>bandstand (p. 11): A covered outdoor platform for performers to perform on. Clue(s): the illustration on page 12 that shows the outdoor platform that the singer is performing on.</p>

Engage students in the process of recapping: **In the story setup, I learned that** a cow named Bon-Bon lives on a farm that is owned by Farmer Brown and Mrs. Brown. **I also learned that** Farmer Brown thinks that Bon-Bon is ill because she is acting glum and she seems to be pouting as he milks her. The barn owl has told Bon-Bon about seeing a singer at the downtown bandstand and this makes Bon-Bon dream that she could be a singer and a star. Bon-Bon believes she will never be able to be a singer and a star because she is a cow. But every night, Bon-Bon sneaks out of the barn and sings under the barnyard light.



Reading Series 3: *Bon-Bon the Downtown Cow*



Examine Character Emotions in the Setup

Be sure that students have their Nuanced Feeling Word Cards on hand. Have them turn to page 2 of their discussion guide.

Ask: *How does Bon-Bon feel in the story setup, and why does she feel this way?*

As you orchestrate the exchange of ideas around this question, encourage students to share the feeling words they chose during their partner discussion. Be sure to model the selection of the word *discouraged* on the *unhappy* feeling word card.

Alternative Analysis

Examination of the character's emotions could lead to feeling word choices that are different from the general understanding presented here. For example, an alternative choice could be *gloomy* (on the *unhappy* card).

♥ How does the main character feel in the story setup, and why do they feel this way?	
General Understanding	Evidence/Key Details
In the story setup Bon-Bon feels... discouraged.	My evidence is... in the illustration on page 8 (Bon-Bon looks unhappy: her head is hanging down, she is pouting, and her eyes are downcast). in the text on page 9 ("Bon-Bon is so glum").
Bon-Bon feels this way because... when the barn owl told her about the singer on the downtown bandstand, she began to dream of being a singer and a star, but she is a cow and cows are not usually singers and stars.	My evidence is... in the text on page 10 ("Bon-Bon did not want to be just a cow. She wanted to be a singer. Bon-Bon wanted to be a star"). in the text on page 11 ("the barn owl told her about...how her gown glinted as she bowed under the bandstand lights"). in the text on page 13 ("If I could sing one night on a bandstand in front of a crowd, I would be so proud. But that will not happen. I am just a cow").

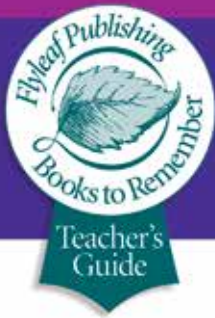
Say: *We have talked about different words that describe Bon-Bon's feelings, including the word discouraged. Remember, when someone feels discouraged, they feel unhappy because they have lost hope or confidence.*

Engage students in the process of recapping: **In the story setup**, Bon-Bon feels discouraged. Bon-Bon feels this way because when the barn owl told her about the singer on the downtown bandstand, she began to dream of being a singer and a star, but she is a cow and cows are not usually singers and stars.

Elaborate by **asking:** *What does the text tell us about the problem that Bon-Bon has?* (The text on page 10 says "The problem was that Bon-Bon did not want to be just a cow. She wanted to be a singer. Bon-Bon wanted to be a star.") So what is Bon-Bon's problem? (Bon-Bon dreams of being a singer and a star, but she is just a cow). **Say:** *Problems are important in stories, so let's record this with a discussion note.*

Discussion Notes
problem: B-B dreams of being a singer and a star, but she is just a cow

Scaffold students as necessary to note the problem in the discussion notes section of their discussion guide.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Determine Character Motivations

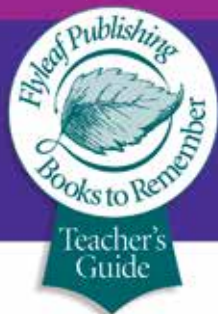
Have students turn to page 3 of their discussion guide. **Ask:** *So, what does Bon-Bon want and why does she want this?*

As you orchestrate the exchange of ideas centered on this question, be sure that the general understanding noted in the chart is included in the discussion and corresponding evidence is identified.

💡 What does the main character want, and why do they want this?	
General Understanding	Evidence/Key Details
Bon-Bon wants... to be a singer and a star.	My evidence is... in the text on page 10 ("She wanted to be a singer. Bon-Bon wanted to be a star"). in the illustration on page 14 that shows what Bon-Bon thinks her dream of being a singer and a star would look like.
Bon-Bon wants this because... it would make her proud to perform in front of a crowd.	My evidence is... in the text on page 13 ("If I could sing one night on a bandstand in front of a crowd, I would be so proud").

Engage students in the process of recapping: *Bon-Bon **wants** to be a singer and a star. Bon-Bon **wants this because** it would make her proud to perform in front of a crowd.*





Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Analyze the Character's Personality

Be sure that students have their Character Trait Vocabulary List on hand. Have them turn to page 4 of their discussion guide.

Say: Now let's talk about the main character's personality. **Ask:** What word do you think describes Bon-Bon's personality?

As you orchestrate an exchange of ideas around this question, explore the evidence of Bon-Bon's personality that can be found in the text and illustrations and connect this with the definitions of the words on the Character Trait Vocabulary List. Be sure to model the selection of the character trait word *practical*.

Alternative Analysis

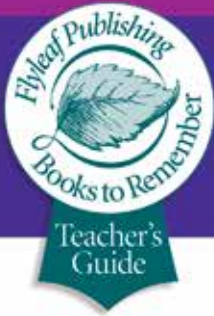
Analysis of the character's personality could lead to character trait word choices that are different from the general understanding presented here. For example, alternative character trait word choices could be *adventurous, imaginative, sensitive, diligent, determined, pessimistic*.

💡 What character trait word describes the main character's personality?

General Understanding	Evidence/Key Details
The character trait word... <i>practical</i> describes Bon-Bon's personality.	My evidence is... <ul style="list-style-type: none"> <input type="checkbox"/> in what Bon-Bon says: <input checked="" type="checkbox"/> in what Bon-Bon does: she sings every night under the barnyard lights, because it is as close as she can actually get to her dream of singing on a bandstand in front of a crowd. <input checked="" type="checkbox"/> in what Bon-Bon thinks: because she is a cow, she cannot actually be a singer and a star.

Say: We have talked about different character trait words that describe Bon-Bon's personality, including the word *practical*. Remember, when someone has a practical personality, they understand what can actually be done in a situation.

Engage students in the process of recapping: **The character trait word** *practical* describes Bon-Bon's personality. **My evidence is** in what Bon-Bon thinks and does. She thinks that because she is a cow, she cannot actually be a singer and a star. But every night, she sings under the barnyard lights because it is as close as she can actually get to her dream of singing on a bandstand in front of a crowd.



Reading Series 3: *Bon-Bon the Downtown Cow*



Synthesize: The Story Setup

If you choose, conduct, with students, an oral cloze activity that synthesizes the important ideas about the setup section of the story that have arisen from partner discussions and the collaborative conversation.

Say: Now we are going to synthesize the most important parts of the story setup. This synthesis will pull together the important thinking we have done about the setup, and it will demonstrate how our understanding has deepened because of our close reading and sharing of ideas in our discussions. I am going to start. Listen to what I am saying, and when I stop, I will call on you to fill in what is missing.

Modify the Synthesis as Necessary

If your classroom conversations have resulted in thinking that goes beyond the content presented in this teacher's guide, be sure that thinking is included in the synthesis, as appropriate.

Story Setup Synthesis

In the setup of the story, we learn that a cow named Bon-Bon lives _____ (on a farm that is owned by Farmer Brown and Mrs. Brown).

Farmer Brown thinks that Bon-Bon is _____ (ill) because _____ (she is acting glum and she seems to be pouting as he milks her).

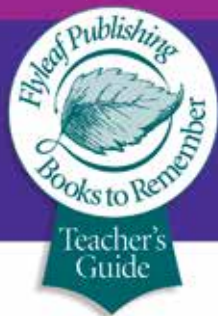
Bon-Bon feels _____ (discouraged) because _____ (the barn owl told her about the singer on the downtown bandstand and Bon-Bon wants to be a singer and a star but the problem is she is a cow and cows are not usually singers and stars).

Bon-Bon wants _____ (to be a singer and a star and perform in front of a crowd) because _____ (this would make her feel proud).

But Bon-Bon's personality is _____ (practical) so she thinks (cows cannot actually be singers and stars and perform in front of a crowd).

Because it is as close as she can actually get to her dream of singing on a bandstand in front of a crowd, every night she _____ (sings alone under the barnyard light).





Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Read the Initiating Event

Prepare for Instruction

Post the initiating event purpose statements. Have on hand, for you and each student, Initiating Event Story Grammar Bookmarks, Nuanced Feeling Word Cards, Narrative Text Discussion Guides, and Blank Clarify Words and Phrases Organizers.

Continue Individual Reading | pages 17–32 (Act 3)

Direct students to place their **initiating event bookmark** between pages 31 and 32 and remind them to read the questions on the bookmark, to use the questions to help monitor their understanding when reading the book, and to clarify the meaning of any unknown words on a Blank Clarify Words and Phrases Organizer.

Listen to individual students read and support them in the use of word-reading strategies when they encounter difficult words or text complexities. The content of the During Reading section of the *Bon-Bon the Downtown Cow* Foundational Skills Guide can help you scaffold students as they read. Also, check in with students and scaffold them as necessary as they clarify words and phrases.

Partner Discussion

When students finish reading, have them break into pairs and use the questions on their discussion guide to discuss the initiating event section of the story with a partner. Remind them to record their thinking on the discussion guide in preparation for the collaborative conversation. Be sure that students have their Nuanced Feeling Word Cards on hand.

Listen in and scaffold students, as necessary, as they engage in partner discussions and fill in their discussion guide.

Review the Story Setup

You can reread the Story Setup Synthesis (on page 7 of this teacher's guide) aloud and/or you can have students read through the setup section of their discussion guide as a review before they read the initiating event section of the story.

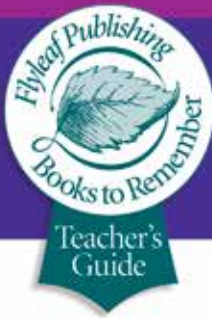
Initiating Event Purpose Statements

- I can monitor my understanding while I read by thinking about the questions on my initiating event bookmark.
- I can analyze the initiating event of the story after I read with the help of the questions on my discussion guide.
- I can analyze a character's reaction to story events.

Tier 2 Words to Clarify

Please note that the following Tier 2 words are used in the text and may need to be clarified.

<i>racket</i> (p. 17)	<i>hubbub</i> (p. 27)
<i>talent contest</i> (p. 19)	<i>contacted</i> (p. 27)
<i>bounded</i> (p. 25)	<i>fretted</i> (p. 27)



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Collaborative Conversation

When partner discussions are finished, bring students together for a group conversation.

Say: Remember, during our conversation, I want you to share what you talked about during your partner discussion and to hear what other people talked about. I will be listening for you to provide evidence and key details from the text and illustrations to support your thinking.

Identify the Initiating Event

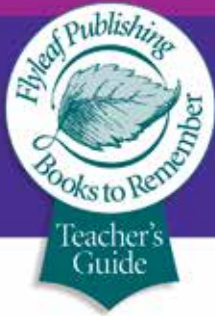
Have students turn to page 5 of their discussion guide.

Launch the conversation by **saying:** Remember, the initiating event of the story is often something that happens that changes things for the main character. **Ask:** So, what is the initiating event?

🔍 What is the initiating event?	
General Understanding	Evidence/Key Details
<p>The initiating event is...</p> <p>the farm animals finding a sign saying that there will be a talent contest that night.</p>	<p>My evidence is...</p> <p>in the text on page 19 ("a brown bag that was pinned to the farm wagon. It had 'TALENT CONTEST TONIGHT' printed on it").</p>

Engage students in the process of recapping: **The initiating event is the farm animals finding a sign saying that there will be a talent contest that night.**





Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Examine Character Emotions in the Initiating Event

Be sure that students have their Nuanced Feeling Word Cards on hand. Have them turn to page 6 of their discussion guide.

Ask: *How does Bon-Bon feel in response to the initiating event, and why does she feel this way?*

As you orchestrate the exchange of ideas around this question, encourage students to share the feeling words they chose during their partner discussion. Be sure to model the selection of the word *ecstatic* on the *happy* feeling word card.

Alternative Analysis

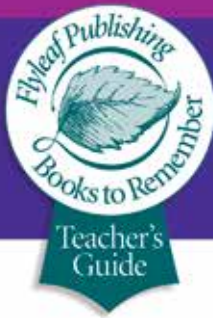
Examination of the character's emotions could lead to feeling word choices that are different from the general understanding presented here. For example, alternative choices could be *elated*, *joyful*, *overjoyed*, or *thrilled* (on the *happy* card).

♥ How does the main character feel in response to the initiating event, and why do they feel this way?

General Understanding	Evidence/Key Details
Bon-Bon responds to the initiating event by feeling... ecstatic.	My evidence is... in the text on page 21 ("her pout lifted into a big grin"). in the illustration on page 22 (Bon-Bon smiling; her eyes are wide open with excitement).
Bon-Bon feels this way because... a talent contest could give her a chance to make her dream come true.	My evidence is... an inference (that this talent contest is Bon-Bon's chance to sing one night in front of a crowd, which is her dream).

Say: *We have talked about different feeling words that describe Bon-Bon's feelings, including the word ecstatic. When someone feels ecstatic, they feel overwhelmed with happiness and excitement.*

Engage students in the process of recapping: *Bon-Bon responds to the initiating event by feeling ecstatic. Bon-Bon feels this way because* a talent contest could give her a chance to make her dream come true.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Determine the Character's Plan

Have students turn to page 7 of their discussion guide.

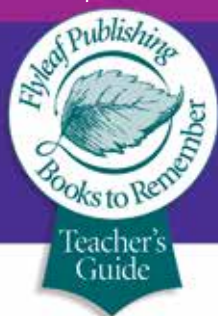
Ask: What does Bon-Bon plan to do in response to the initiating event, and why does she decide to do this?

As you orchestrate the exchange of ideas centered on this question, be sure that the general understanding noted in the chart is included in the discussion and corresponding evidence is identified.

💡 What does the main character plan to do in response to the initiating event, and why do they decide to do this?	
General Understanding	Evidence/Key Details
Bon-Bon responds to the initiating event by making a plan to... prepare her act for the talent contest.	My evidence is... in the text on page 21 ("Bon-Bon did not have a second to stop. She and the rest of the animals had to plan their acts").
Bon-Bon decides to do this because... she is practical, so she wants to be ready with a good act to perform.	My evidence is... an inference (that if this is Bon-Bon's chance to make her dream come true and be a singer and a star, she is going to want to be prepared with a good act to perform).

Engage students in the process of recapping: Bon-Bon **responds to the initiating event by making a plan to prepare her act for the talent contest**. Bon-Bon **decides to do this because** she is practical, so she wants to be ready with a good act to perform.





Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Examine the Attempts to Carry Out the Plan

Have students turn to page 8 of their discussion guide.

Say: Now, let's talk about the attempts to carry out the plan. **Ask:** What does Bon-Bon do to carry out the plan she decided on?

As you orchestrate the exchange of ideas centered on this question, be sure that the general understanding noted in the chart is included in the discussion and the pages on which evidence of the plan is located are identified.

🔦 What does the main character do to carry out the plan they decided on?	
General Understanding	Evidence
<p>To carry out her plan, Bon-Bon... prepares her act along with the other animals until Farmer Brown, seeing all the animals practicing, thinks that they must be sick, so he contacts the veterinarian. The veterinarian tells Farmer Brown to put the animals in the barn until the night. In the barn, Bon-Bon finds a flour sack to wear as an outfit for her act.</p>	<p>My evidence is on pages... 21–32.</p>

Engage students in the process of recapping: **To carry out her plan,** Bon-Bon prepares her act along with the other animals until Farmer Brown, seeing all the animals practicing, thinks that they must be sick, so he contacts the veterinarian. The veterinarian tells Farmer Brown to put the animals in the barn until the night. In the barn, Bon-Bon finds a flour sack to wear as an outfit for her act.

Elaborate by **asking:** Is there anything that Bon-Bon does to carry out her plan that is more evidence of her practical personality? (Since she does not have a gown, she finds a flour sack to wear as an outfit for her act.) Let's add this additional evidence of her practical personality to the discussion notes section on page four of the discussion guide.

Discussion Notes
more evidence of practical: B-B chooses a flour sack as an outfit for her act

Scaffold students as necessary to record this thinking in the discussion notes section on page 4 of their discussion guide.

Optional Retell

If your students need more practice with retelling or you want to be sure that they are beginning to synthesize the attempts and related events, conduct this optional retell. The retell should include the character's attempts to carry out their plan as well as any obstacles, complications, or problems that arise as a part of the attempts. Scaffold students as necessary.

First, Bon-Bon plans her act along with all of the other animals.

Until... Farmer Brown sees the animals practicing their acts and he does not know what is happening, and he thinks they must be sick.

So first, he calls the vet who inspects the animals who all seem well, **but** the only explanation she can think of is that the animals must be too hot.

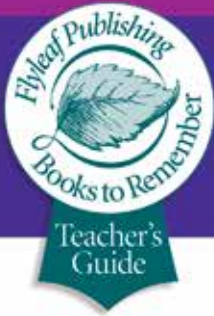
So then, the vet instructs Farmer Brown to put the animals in the barn until nighttime.

After that, Bon-Bon and the other animals rest and plan their acts in the barn.

Finally, Bon-Bon finds a flour sack as an outfit to wear for her act.

Elicit a Prediction

Finish by encouraging students to make a prediction. **Ask:** What do you predict is going to happen next? (Answers will vary; encourage students to begin their answers with "I predict".)



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Synthesize: The Initiating Event

✂ If you choose, conduct, with students, an oral cloze activity that synthesizes the important ideas about the initiating event section of the story that have arisen from partner discussions and the collaborative conversation. Follow the same process you used in the synthesis of the story setup.

Modify the Synthesis as Necessary

If your classroom conversations have resulted in thinking that goes beyond the content presented in this teacher's guide, be sure that thinking is included in the synthesis, as appropriate.

Initiating Event Synthesis

One day, the farm animals find _____ (a sign saying that there will be a talent contest that night).

Bon-Bon responds by feeling _____ (ecstatic) because _____ (a talent contest could give her a chance to make her dream come true).

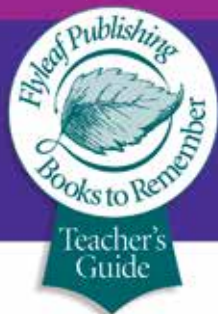
So Bon-Bon makes a plan to _____ (prepare her act for the talent contest) because _____ (she wants to be ready with a good act to perform).

But when Farmer Brown sees all the animals practicing, he thinks _____ (that they must be sick and he calls the veterinarian).

The veterinarian tells Farmer Brown to _____ (put the animals in the barn for the night).

Because Bon-Bon is practical and she does not have a gown to wear, she finds _____ (a flour sack to wear as an outfit for her act).





Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Read the Resolution

Prepare for Instruction

Post the resolution purpose statements. Have on hand, for you and each student, Resolution Story Grammar Bookmarks, Nuanced Feeling Word Cards, Narrative Text Discussion Guides, and Blank Clarify Words and Phrases Organizers.

Continue Individual Reading | pages 33–47 (Act 4)

Direct students to place their **resolution bookmark** between pages 47 and 48 and remind them to read the questions on the bookmark, to use the questions to help monitor their understanding when reading the book, and to clarify the meaning of any unknown words on a Blank Clarify Words and Phrases Organizer.

Listen to individual students read and support them in the use of word-reading strategies when they encounter difficult words or text complexities. The content of the During Reading section of the *Bon-Bon the Downtown Cow* Foundational Skills Guide will help you scaffold students as they read. Also, check in with students and scaffold them as necessary as they clarify words and phrases.

Partner Discussion

When students finish reading, have them break into pairs and use the questions on their discussion guide to discuss the resolution section of the story with a partner. Remind them to record their thinking on the discussion guide in preparation for the collaborative conversation. Be sure that students have their Nuanced Feeling Word Cards on hand.

Listen in and scaffold students, as necessary, as they engage in partner discussions and fill in their discussion guide.

Review the Initiating Event

You can reread the Initiating Event Synthesis (on page 13 of this teacher's guide) aloud and/or you can have students read through the initiating event section of their discussion guide as a review before they read the resolution section of the story.

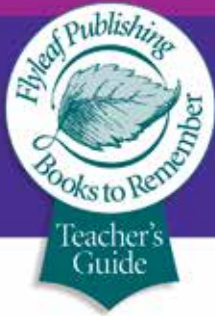
Resolution Purpose Statements

- I can monitor my understanding while I read by thinking about the questions on my resolution bookmark.
- I can analyze the resolution of the story after I read with the help of the questions on my discussion guide.

Tier 2 Words to Clarify

Please note that the following Tier 2 and multiple meaning words are used in the text and may need to be clarified.

<i>acrobatic</i> (p. 35)	<i>scattered</i> (p. 41)
<i>hit</i> (p. 37)	<i>inspected</i> (p. 43)



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Collaborative Conversation

When partner discussions are finished, bring students together for the collaborative conversation.

Say: Remember, during our conversation, I want you to share what you talked about during your partner discussion and to hear what other people talked about. I will be listening for you to provide evidence and key details from the text and illustrations to support your thinking.

Identify What Happens in the Story Resolution

Have students turn to page 9 of their discussion guide.

Launch the conversation by **asking:** *What happens in the story resolution?*

As you orchestrate the exchange of ideas centered on this question, be sure that the general understanding noted in the chart is included in the discussion and corresponding evidence is identified.

🔍 What happens in the story resolution?	
General Understanding	Evidence/Key Details
In the story resolution, I learned that... the animals' talent contest was great. Bon-Bon was a hit.	My evidence is... in the text on page 35 ("It was a fantastic talent contest"). in the text on page 37 ("Bon-Bon the Downtown Cow was a hit").

Engage students in the process of recapping: ***In the story resolution, I learned that the animals' talent contest was great. I also learned that Bon-Bon was a hit.***

Determine How Things Work Out for the Main Character

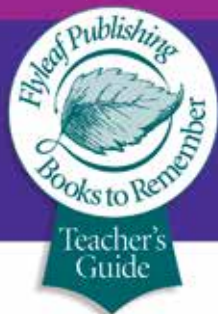
Have students turn to page 10 of their discussion guide.

Ask: *How do things work out for the main character in the end?* **Say:** Remember, when we talk about this, we need to think about what happens as a result of Bon-Bon's plan and attempts, and whether Bon-Bon gets what she wanted.

As you orchestrate the exchange of ideas centered on this question, be sure that the general understanding noted in the chart is included in the discussion and corresponding evidence is identified.

💡 How do things work out for the main character in the end?	
General Understanding	Evidence/Key Details
It turns out that Bon-Bon... sang in the talent contest and she was a hit with the crowd, so her dream of being a singer and a star came true.	My evidence is... a connection (in the setup we learned that the owl's description of his visit to the downtown bandstand made Bon-Bon want to be a singer and a star, and in the resolution, on page 37, the text says "Bon-Bon the Downtown Cow was a hit" and on page 43, the text says "Bon-Bon had been the Downtown Cow").

Engage students in the process of recapping: ***It turns out that Bon-Bon sang in the talent contest, and she was a hit with the crowd, so her dream of being a singer and a star came true.***



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Examine Character Emotions in the Resolution

Be sure that students have their Nuanced Feeling Word Cards on hand. Have them turn to page 11 of their discussion guide.

Ask: *How does Bon-Bon feel in the end, and why does she feel this way?*

As you orchestrate the exchange of ideas around this question, encourage students to share the feeling words they chose during their partner discussion. Be sure to model the selection of the word *satisfied* on the *pleased* feeling word card.

Alternative Analysis

Examination of the character's emotions could lead to feeling word choices that are different from the general understanding presented here. For example, alternative choices could be *fulfilled*, *proud*, or *content* (on the *pleased* card).

♥ How does the main character feel in the end, and why do they feel this way?

General Understanding	Evidence/Key Details
In the end Bon-Bon feels... satisfied.	My evidence is... in the text on page 45 ("From that day on, Bon-Bon was a different cow. She was proud of herself").
Bon-Bon feels this way because she realizes that... she fulfilled her dream of being a singer and a star even though she is a cow.	My evidence is... in the text on page 43 ("Bon-Bon had been the Downtown Cow").

Say: *So, we have talked about different feeling words that describe Bon-Bon's feelings in the resolution, including the word satisfied. When someone feels satisfied, they feel pleased and at peace because things worked out well.*

Engage students in the process of recapping: **In the end, Bon-Bon feels satisfied. Bon-Bon feels this way because she realizes that she fulfilled her dream of being a singer and a star even though she is a cow.**

Synthesize: The Resolution

✍ If you choose, conduct, with students, an oral cloze activity that synthesizes the important ideas about the resolution section of the story that have arisen from partner discussions and the collaborative conversation. Follow the same process you used in the synthesis of the story setup and initiating event sections of the story.

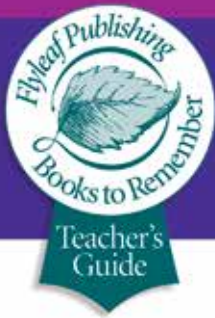
Resolution Synthesis

At the end of the story, the animals' talent contest was great, and Bon-Bon _____ (was a hit). So it turns out that Bon-Bon's dream _____ (came true).

In the end, Bon-Bon feels _____ (satisfied) because she realizes that _____ (she fulfilled her dream of being a singer and a star even though she is a cow).

Modify the Synthesis as Necessary

If your classroom conversations have resulted in thinking that goes beyond the content presented in this teacher's guide, be sure that thinking is included in the synthesis, as appropriate.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



After Reading

Prepare for Instruction

Post the after reading purpose statements. Have on hand, for you and each student, Summarize and Synthesize the Story Organizers, Themes and Central Messages Lists, Narrative Text Discussion Guides, and writing materials.

Summarize and Synthesize the Story

Make sure students have a copy of the Summarize and Synthesize the Story Organizer.

Say: *I am going to ask you to work with a partner to complete the Summarize and Synthesize the Story Organizer. Use the information you recorded on your discussion guide during your partner discussions and our collaborative conversations to help you complete the organizer. The process of summarizing and synthesizing all of our thinking in one place can help us think about a theme and central message for the story.*

Circulate throughout the room and scaffold students, as necessary, in looking through their completed discussion guide to locate information needed to fill in the sentence frames on their organizer. An example is provided below for your reference.

After Reading Purpose Statements

- I can summarize and synthesize the whole story.
- I can determine a central message for the story.
- I can think about the story on a deeper level.
- I can connect the story to my own life.
- I can compare and contrast story characters.

Summarize and Synthesize the Story

In the beginning, Bon-Bon **feels** discouraged **and wants** to be a singer and a star, but cows are not singers and stars. She **wants this because** it would make her proud to perform in front of a crowd.

The event that changes things is the farm animals finding out that there will be a talent contest that night. Bon-Bon **responds by feeling** ecstatic **because** a talent contest could give her a chance to make her dream come true. Bon-Bon is practical, **so she makes a plan to** prepare her act for the talent contest. She **decides to do this because** she wants to be ready with a good act to perform.

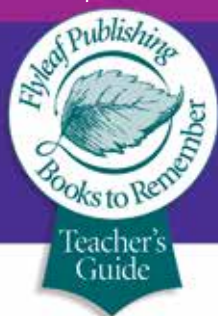
It turns out that Bon-Bon was a hit, so her dream came true.

In the end, Bon-Bon **feels** satisfied **because** she **realizes that** she fulfilled her dream of being a singer and a star.

Once partners have completed their organizers, have students come together as a group to share the content of their synthesized summaries. As content is shared, encourage students to add or make adjustments to their organizers so that their synthesized summaries are complete. Then, engage students in a collaborative conversation about a theme and central message for the story.

Foundational Skills Instruction

Based on your students' needs, select and conduct an activity from the After Reading section of the *Bon-Bon the Downtown Cow* Foundational Skills Guide.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Determine a Theme and Central Message

Be sure that students have their Themes and Central Messages List on hand. Have them turn to page 12 of their discussion guide. Engage students in a conversation about a theme and central message for the story.

Say: Now that we have summarized and synthesized the story, we can discuss a theme and a central message. **Ask:** So, what are a theme and a central message for this book? What evidence supports your thinking?

Have students work with a partner to discuss a theme and central message and to fill in their discussion guide, then have them share their thinking with the group.

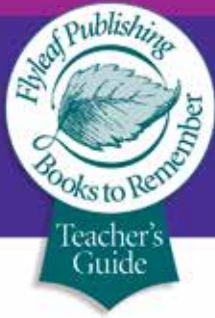
💡 What are a theme and central message for this book?	
Central Message	Evidence
A theme for the book is... perseverance.	I think this because... Bon-Bon has to overcome the challenge of being a cow who wants to be a singer and a star.
A central message for the book is... follow your dreams.	I think this because... In the end, Bon-Bon is able to sing in the talent contest and she is a hit with the crowd, so her dream of being a singer and a star comes true.

If students need support in sharing their thinking about a theme and central message for the book, offer a model by **saying:** *A theme for this book is perseverance. I think this because Bon-Bon has to overcome the challenge of being a cow who wants to be a singer and a star. A central message for this book is follow your dreams. I think this because, in the end, Bon-Bon is able to sing in the talent contest and she is a hit with the crowd, so her dream of being a singer and a star comes true. This is a message that connects to the story, to ourselves, and to the world.*

Say: In our conversation, you may have heard other central messages that you did not think of but would like to remember. You can record these messages in the discussion notes section of your discussion guide. Scaffold students as necessary to record these messages on their copy of the discussion guide.

Alternative Analysis

Alternate analyses of the text could lead to themes and central messages that are different from the general understanding presented here. For example, an alternate message with the theme of *perseverance* could be *if there is a will there is a way* because Bon-Bon had a will to be a singer and a star, she practiced every night, and then when the opportunity of the talent contest came along, she was a hit and she was able to make her dream of being a singer and a star come true.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



Take 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 and to express themselves as speakers and/or writers.

Think About the Story on a Deeper Level

The following questions, which provide students with an opportunity for deeper thinking, can be used to prompt discussion or written responses.

- Think about what happens on pages 45 through 47. Why do you think the author and illustrator chose to end the story this way?
- Think about the role of the owl in the story. How would you describe the owl's personality? Why?
- Why do you think the author chose an owl to be the character who could change things for Bon-Bon in this story?

Connect the Story to Your Own Life

The following questions, which reinforce the idea that we can connect story events and story messages to our own life, can be used to prompt discussion or written responses.

- Do you have a dream that you would like to make come true? Would there be challenges to making your dream come true? Explain.
- Have you ever felt discouraged because you could not achieve something you wanted to achieve? Were you able to overcome your challenge? Explain.

Compare and Contrast Story Characters

Have students compare and contrast the character of the parrot in the book *Snail Hits the Trail* with the character of the owl in *Bon-Bon the Downtown Cow*.

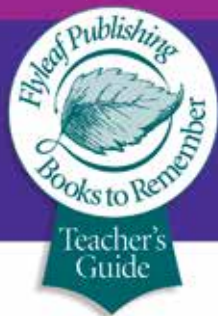
Ask: *How is the character of the parrot in Snail Hits the Trail the same or different from the character of the owl in Bon-Bon the Downtown Cow?* (Answers that offer accurate similarities and differences are correct.)

The characters of the parrot and the owl are similar because _____.

The characters of the parrot and the owl are different because _____.

Monitor Skill Development

Use the Post-Instruction assessments at the end of the *Bon-Bon the Downtown Cow* Foundational Skills Guide to monitor students' skill development, and use the *Bon-Bon the Downtown Cow* Reading Comprehension Assessment that accompanies this guide to track student performance.



Decodable Literature Library Close Reading Guide

Reading Series 3: *Bon-Bon the Downtown Cow*



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