# My Life So Far by Enrique Garcia
Illustrated by Ignacio Gomez

## Level 7, Book 1, Lesson 1b

### Revisiting (5 minutes)

**Group Conference** Briefly discuss with students discuss the books they have been reading independently. **Prompt:** Let’s look at the books you are reading. How are the topics alike or different from one another?

### Reviewing (5 minutes)

**Review Reciprocal Teaching Strategies** Display Posters 2 and 3 and review each strategy with students. For each strategy, ask a volunteer to tell quickly how it is useful.

**Teacher Models Summarize** Help students use the Event Map (SG p. 5) to summarize what has happened so far in the story.

### Rehearsing (5-10 minutes)

**Students Predict** Have students predict what will happen in this section, based on the pages they have already read. List their predictions for later use. Explain that they will verify, or check, their predictions after reading.

### Key Vocabulary

- **shy**

**Guided Preview/Vocabulary pp. 7-9**

Use the following preview points, emphasizing boldfaced vocabulary as words that will help students as they read. Continue to point to words as you speak. Do not list or teach the words in isolation.

**Note: After previewing the book, hand out a copy to each student.**

- **pages 7:** This is Enrique’s Big Brother, Art. Enrique was shy when he met Art. What kinds of things might Enrique and Art do together?
- **pages 8-9:** They visited fun places together. Enrique and Art became good friends.

### Reading and Reciprocal Teaching (10-15 minutes)

**Purpose Setting/Predict** Remind students of the predictions they made about what would happen in this section of My Life So Far. Students will check their predictions after they read.

**Silent Reading or Group Read-Aloud** Students read pages 7-9 silently or read aloud as a group. Remind them that after they read, you and they will model using strategies and take turns being the teacher. Encourage students to use Strategy Notes (SG p. 6) to jot down strategies they use when reading this section and to use those notes when they model strategies. They can jot down a QUESTION, a word or a point they need to CLARIFY or were able to CLARIFY, what they PREDICT, and notes to help them SUMMARIZE.

---

Copyright © Houghton Mifflin Company. All Rights Reserved.
Reciprocal Teaching (after teaching)

**Check Predictions** Call on students to reread the predictions you listed during Rehearsing and discuss which predictions were verified.

**Teacher and Students Model Using Strategies** Call students’ attention to strategies listed on Posters 2 and 3. Remind students of the way they used and modeled strategies during the introductory and lesson and the first lesson of *My Life So Far*, using the Strategy Prompts. After you model each strategy, call on students to take turns modeling it. Remind students to use their Strategy Notes (SG p. 6) to help them model.

**Teacher Models** (each to be followed by student modeling)

**Note:** SUMMARIZE should be modeled first, then other strategies should be modeled in any order.

<table>
<thead>
<tr>
<th>SUMMARIZE</th>
<th>When I summarize, I tell in my own words the important events in the story. In this part of the book, the characters are Enrique and Art. The setting is lots of fun places. Enrique meets his Big Brother, Art. They do many interesting things together. Enrique becomes friends with Art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have some students model SUMMARIZE.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Use the suggested Teacher Models as needed.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>When I QUESTION, I ask something that can be answered as I read or after I finish reading. How did Enrique feel when Art won a trophy for tennis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have some students model QUESTION.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLARIFY</th>
<th>When I come to a word I don’t know, I look at the pictures or read to the end of the sentence to get the meaning. Then I reread the sentence to see if it makes sense. On page 7 I wondered why Enrique was very shy. In the picture on page 6 he is shaking Art’s hand, but he is looking down. Then I reread the sentences on page 7, “When Art and I first met, I was very shy. I listened to everything Art said. But I didn’t say much myself.” Now I understand. Enrique just listened and didn’t say much because he was meeting Art for the first time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have some students model CLARIFY.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREDICT</th>
<th>When I PREDICT, I use the pictures or what I have read to tell what will happen next or what I will learn. I PREDICT that Art will play an even more important role in Enrique’s life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have some students model PREDICT.</td>
<td></td>
</tr>
</tbody>
</table>

Responding/Reflecting (5 minutes)

**Event Map** Display Event Map Poster 8 and remind students that an Event Map can help them remember the important events that happen in a story. Have students tell what events have happened in this part of *My Life So Far*. Help them fill in Event 2 on their own Event Maps (SG p. 5). Remind them to save their Event Maps for the next lesson.

**Respond** Discuss Reflection #1 on SG p. 7 with students, and then have them write and share their own responses: Why do you think Art joined the Big Brother program?

**Strategies Discussion** Students briefly discuss how using the strategies helped them read the second section of *My Life So Far*. **Prompt:** How did CLARIFY help you as you read?
Homework  Assign Homework 1 (SG p. 7). Ask students to think about and write a brief response to a new question before your next meeting: *Why did Enrique’s mom want him to enter the Big Brother program?* Students should write their responses on a separate sheet of paper.