

Houghton Mifflin Libros graduables
(Spanish Leveled Readers)
Fiction Lesson Plan

Preparing to Read

Building Background

- Display the book cover.
- Read the title, author, and illustrator.
- Discuss the illustrations at the beginning of the book.
- Ask students questions such as:
 - ¿Conoces al autor o al ilustrador?
 - En tu opinion, ¿de qué trata este libro?
 - ¿Qué cosas o experiencias recuerdas al leer este libro?
 - ¿Conoces algo sobre este tema?

Set Purpose

- Using the illustrations, ask students what they think the setting for the story is and what the characters might be like. Encourage them to predict what this book will be about. List their ideas about characters, setting, and what the book will be about on the board or chart.
- List student questions about the story.
- Students will read to verify their predictions and/or answer their questions.

Strategy Focus

- Review the decoding strategy with students.
- Introduce strategy focus on inside cover “bookmark” of the *Libros graduables*.

Estrategia: Fonética/Descifrar palabras

1. Mira las letras de izquierda a derecha.
2. Piensa en los sonidos de las letras y fíjate en las partes de la palabra que conozcas.
3. Combina los sonidos para leer la palabra.
4. Pregúntate: ¿Conozco esta palabra? ¿Tiene sentido en lo que estoy leyendo?
5. De lo contrario, pregúntate: ¿Qué otra cosa puedo probar?

Taken from *Houghton Mifflin Lectura*©, 2003

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Guiding the Reading

Introducing the Book

- Take a picture walk through the book, pointing out story vocabulary and unusual names.
- Call attention to text features such as: speech balloons, repetitive language, chapter heads, etc. Use the following prompting strategies to discuss the book with students.

Prompting Strategies:

Listen to and observe students as they read. Refer to the strategy poster entitled *Estrategia: Fonética/Describir palabras* and use prompts such as the following to help your students apply strategies:

Según lo que ves en las ilustraciones, ¿en qué época suceden los eventos de esta historia?

¿Cómo crees que son los personajes?

¿En qué se parece este libro a otro libro que has leído? ¿En qué se diferencia?

¿Cómo es el ambiente de esta historia?

¿Por qué tomó esa acción el personaje? ¿Qué crees que sucederá ahora?

¿En qué se parece este personaje al personaje principal de otro cuento?

¿Qué problema tiene el personaje principal? ¿Cómo crees que lo resolverá?

Responding

- Revisit the goals (predictions and/or questions) that students set for reading.
- Discuss the Response questions located on the inside cover of the *Libros graduables*.

Follow-up Activity

- Complete the graphic organizer that accompanies this *Libros graduables*.

OR

- Select one or two questions and model how to compose a written response.

Note: Select one follow-up activity or complete both having students provide oral information. Use their statements to show how to complete the graphic organizer or prepare a written response to the questions.

Optional Assigned Partner/Independent Work:

- Have students work in pairs or independently to complete the graphic organizer that you have explained and partially filled in together.
- Ask students to record one of the responses that has been modeled and work with a partner to write a response to one of the other questions in the *Libros graduables*.
- Reread the text with a partner for fluency practice.