

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

Preparing to Read

Building Background

- Display the book cover.
- Read the title, author and illustrator.
- Ask students what they think the book might be about. Why?
- List their ideas on the board or chart.
- Give students an opportunity to share what they already know about the topic.

Set Purpose

- What would you like to learn about this topic? What questions do you have? List student responses.
- Students will read to learn more and/or answer their questions.

Strategy Focus

- Review the decoding strategy with students. (See chart below.)
- Introduce the strategy focus on the 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 los 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 content vocabulary on each page.
- Call attention to the text features such as: chapter heads, charts, maps, captions, and the glossary.
- Encourage students to discuss the book topic during the picture walk.

Prompting Strategies:

- Listen to and observe students as they read.
- Refer to Estrategia: Fonética/Descifrar palabras.
- Use prompts such as the following:

¿Qué sería importante saber acerca del tema?
¿En tu opinion, ¿de qué trata este libro? ¿Cómo lo sabes?
¿Qué crees que aprenderás al leer esta página?
¿Cómo te ayuda esta foto a entender mejor el tema?
¿Qué te gustaría saber acerca de la foto?

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

- Model the use of the graphic organizer that accompanies the ***Libros graduables***. Students can then be asked to complete it with a partner or independently.

or

- Select one or two questions and model by composing a written response.
Note: Select one follow-up activity or complete both having students provide oral information that you will use to model the completion of the graphic organizer or a written response to questions.

Optional: Assigned Partner/Independent Work:

- Have students work in pairs or independently to complete the graphic organizer that has been modeled.
- Have students 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.