



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 371

Book Summary

Carlos has moved from Monterrey, Mexico, to the United States. He makes a poster to introduce himself to his new classmates. He also makes a new friend in his apartment building. Students have the opportunity to retell the story and sequence events. Readers will enjoy this story about making new friends in a new country.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand text
- Sequence events
- Discriminate short /a/ vowel
- Identify short /a/ vowel
- Recognize and use contractions
- Recognize and use foreign vocabulary

Materials

Green text indicates resources available on the website

- Book—*Welcome, Carlos* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **Sequence events, short /a/ vowel, contractions worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **High-frequency words:** *asked, his, they, with*
- **Content words:** *abuela, factory, hola, Mexico, Monterrey, padre, photos, relatives*

Before Reading

Build Background

- Write the words *Mexico* and *United States* on the board and point to them as you read them aloud to students. Repeat the process and have students say the words aloud.
- Locate the two countries on a map. Discuss the fact that they are both located in North America.
- Ask students whether or not they have ever had to move. Discuss with students experiences they have had with moving.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Welcome, Carlos*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.
Think-aloud: *In Goldilocks and the Three Bears, Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house, even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, the chair breaks, and Goldilocks falls to the ground.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 5, 7, 10, 12 and 14. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in a specific order from beginning to end.
- Model sequencing the main events of the story *Goldilocks and the Three Bears*. Write keywords about each event in order on the board as you describe them to students.
Think-aloud: *If I want someone to be able to tell the story of Goldilocks and the Three Bears, they need to include certain events in order to tell the story correctly. In this story, the first event that happened was that the three bears went for a walk. Next, Goldilocks went into their house and ate their porridge. Then she sat on their chairs and broke one. After that, she tried their beds and slept in one of them. Last, the three bears came home and found her in their house.*
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board to students in order, using words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Have a volunteer use the keywords on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence does not make sense out of order).
- Point out the difference between the sequence of events listed on the board and a retelling of the story (the retelling contains more detail and description; the list shows only the events that were most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- As the students preview the book, ask them to discuss what they see in the pictures. Reinforce vocabulary words they will find in text. For example, while looking at the picture on page 3, you might say: *It looks as though Carlos is thinking about what he should put on his poster. The poster will tell the kids at his new school about him.*
- Write the following words from the content vocabulary on the board: *relatives*, *factory*, and *photos*.
- Point out that these three words can be found in the story and that they tell about Carlos and his family. Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Model how students can use the dictionary to find a word's meaning. Have them locate the word *relatives* in the dictionary. Remind them that the dictionary lists the singular form of a word—the form for just one of something. Invite a volunteer to read the definition for *relative*. Have them compare the definition with their prior knowledge of the word.
- Have students follow along on page 10 as you read the sentence in which the word *relatives* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out what Carlos will put on his poster. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- **Model retelling.**
Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. Carlos will soon start school in a new town. His principal has asked him to make a poster to help his classmates get to know him. He is sitting at the table with all of his supplies, including family photos. Carlos is trying to decide what to include on his poster. He chooses photos of his family and his old home in Mexico. He writes about his favorite books, sports, and food.*
- Have students retell what they have read so far to a partner.
- Write the following events on the board: *Carlos is starting a new school; his principal asked him to make a poster; he has a box of family photos; Carlos sat at the table; Carlos also has paper, glue, and markers; he was thinking about what to put on his poster; Carlos chose photos of his family and his old home; he wrote about the things he liked.*
- Discuss and circle the events that are the most important to correctly tell the story. (Carlos is starting at a new school. His principal asked him to make a poster. He was thinking about what to put on his poster. Carlos chose photos of his family and his old home. He wrote about the things he liked.)
- Ask students to tell what the story is mostly about so far (Carlos and the poster he was making for school). Review the circled events on the board. Point out that the other information includes details that are not necessary to the sequence of events.
- Introduce and explain the [sequence events worksheet](#). Have students record important story events.
- **Check for understanding:** Have students read to the end of page 12. Have them retell the details about the events after Carlos knocked on Maria's door. Allow students to use the pictures as a guide. Listen to their retellings for correct order, details, and story elements.

- Ask students to write additional important story events in order on their sequence events worksheet. Discuss the important events as a class and write them on the board in order.
- Have students read the remainder of the book. Remind them to retell what they have read so far and to continue thinking about the important events of the story as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Retell in detail the events of the story after Maria and Carlos finished coloring the poster.
- **Think-aloud:** *Maria brought out the markers. She and Carlos finished coloring the poster. Then Carlos thought of something he wanted to add. He drew a picture of a girl with curly hair. Maria asked if that was his friend from Monterrey. Carlos said that it was his first friend from America. He included a picture of Maria on his poster.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that students wrote on their worksheet using sequencing words (*first, next, then, after that*, and so on). Point out how they used their own words to write about each event.
- **Independent practice:** Have students complete the sequence events worksheet by identifying the remaining important events of the story. If time allows, discuss their responses.
- **Enduring understanding:** In this book, Carlos moved from his home to a new town. He needed to make a poster so the other kids could get to know him. He shared his poster with Maria and discovered that they had some things in common. Now that you know this information, why do you think it's a good idea to let people know about your interests?

Build Skills

Phonological Awareness: Discriminate short /a/ sound

- Say the word *had* aloud to students, emphasizing the short /a/ sound. Have students say the word aloud and then say the short /a/ sound.
- Read page 3 aloud to students. Have them raise their hand when they hear a word that has the short /a/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short /a/ sound: *man, dad, poster, added*.

Phonics: Identify short /a/

- Write the word *had* on the board and say it aloud with students.
- Have students say the short /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /a/ sound in the word *had*.
- **Check for understanding:** Write the following words that have the short /a/ sound on the board, leaving out the vowel: *bat, that, clap*. Say each word, one at a time, and have volunteers come to the board and add the vowel to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /a/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Contractions

- Write the following words on the board: *it's* and *it is*. Read the words aloud with students. Explain that the word *it's* is a *contraction*.
- Point out to students that in a contraction, one or more letters are left out when two words are combined together to make one word. An *apostrophe* is used in the place where one or more letters are left out. Ask students to tell which letter was left out to form the contraction *it's* (the letter *i* in the word *is*).
- Have students turn to page 9 and read the last sentence aloud. Have a volunteer point to the contraction on the page (*that's*). Ask students which two words were joined together to form the contraction *that's* (*that, is*).



Check for understanding: Have students reread the story and locate other contractions. Have them underline the contractions. Make a list on the board of all the contractions that students found. Then list the words that were joined together to form each contraction.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

Word Work: Foreign vocabulary

- Write the following words on the board: *hola*, *padre*, *abuela*. Read each word aloud with students.
- Review or explain that these words are Spanish. Discuss why the author might have used Spanish words in this book.
- Have students turn to page 6 and read the last sentence aloud. Have them use the picture and the words on the page to tell what they think the word *Hola* means. Repeat the process with the words *padre* and *abuela*.
- **Check for understanding:** Have students use each of the Spanish words in a sentence with a partner.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them tell the sequence of events in the story to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students create a poster to tell about themselves. Brainstorm information they might include, such as family, friends, and interests. Find a time for students to share their poster with the class. Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Locate Mexico and the United States on a map. Find Monterrey, Mexico. Locate the mountains near where Carlos lived. Find the place where students live. Compare the distance by asking: *Do we live close to Carlos or far away? What states are close to Carlos's old home? What states are far away?*

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.

Lesson Plan *(continued)*

Welcome, Carlos

- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently retell to understand text
- accurately sequence events of the book during discussion and on a worksheet
- accurately discriminate the short /a/ vowel sound during discussion
- identify and write the letter symbol that represents the short /a/ vowel sound during discussion and on a worksheet
- correctly understand and use contractions during discussion and on a worksheet
- correctly understand and use foreign vocabulary during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)