



### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 361

#### Book Summary

Maria asks Carlos to learn a dance for the Cinco de Mayo festival. Carlos is unsure about performing in front of a large group of people. After Abuela explains the reasons for the celebration, Carlos decides to give dancing a try. Students will learn about Cinco de Mayo and the importance of being brave. Detailed illustrations support readers.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Discriminate /st/ sound
- Identify consonant blend *st*
- Recognize and use contractions
- Understand alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*It's Cinco de Mayo, Carlos!* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, consonant blend *st*, 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

\*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://Vocabulary a-z.com).

- High-frequency words: *about, asked, that, they, would*
- Content words:  
 Story critical: *battle (n.), brave (adj.), celebrate (v.), dance (n.), festival (n.), scared (adj.)*  
 Enrichment: *abuela (n.), costumes (n.), crowd (n.), pounded (v.), soldier (n.)*

### Before Reading

#### Build Background

- Write the phrase *Cinco de Mayo* on the board. Explain that the phrase *Cinco de Mayo* means the fifth of May in Spanish. Have students repeat these words.
- Ask students to tell what a festival is and what they might see and do at a festival.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I look at the pictures on the covers, I think that Maria and Carlos might be attending a festival of some kind. Sometimes festivals celebrate special days. I have been to festivals, and I know that there are many things to do there. When I go to festivals, I love to eat, listen to music, and shop. I wonder if Cinco de Mayo is a holiday that people celebrate with a festival.*
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- 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**

- Explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about a surprise party for someone's grandmother. Write key words about each event in order on the board as you describe them to students.  
*Think-aloud: If I want to tell someone a story about my grandmother's surprise party, I would need to include certain events in order to tell the story correctly. In my surprise party story, first all the guests arrived early and hid. Next, my dad brought my grandmother home from the store. Then, as they came into the house, we all jumped out and yelled, "Surprise!" Next, my grandmother opened all her presents and we ate cake. Last, she thanked all the guests, and they went home.*
- Explain that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Tell the story using key words 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 of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.
- Point out the difference between the sequence of events listed on the board and a retelling of *my surprise story* (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide details for each event in the story.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Carlos and Maria are walking past the city park after a baseball game.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *abuela* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Carlos and Maria talking with his grandmother. When I look at the first part of the word,*

## Lesson Plan *(continued)*

## It's Cinco de Mayo, Carlos!

*it starts with /a/. However, the word grandmother starts with the /gr/ sound, so this can't be the word. I know that the Spanish word for grandmother is abuela. The word abuela starts with the /a/ sound. The sentence makes sense with this word. The word must be abuela.*

### Set the Purpose

- Have students use what they already know about festivals to help them read the book. 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. Have them read to the end of page 6. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
*Think-aloud: As I read the story, I learned that there is a festival to celebrate Cinco de Mayo. I also learned that Maria wants Carlos to learn a dance and perform at the festival. I know that dancing is sometimes a part of celebrations. Carlos seems nervous about dancing in front of people. I know that doing new things sometimes makes people feel uncomfortable. I wonder what Carlos will decide to do.*
- Invite students to share how they connected with what they already knew as they read.
- Write the following events on the board: *As Carlos and Maria walk past the city park, they learn it is almost Cinco de Mayo. The festival is only one month away. Mrs. Lopez is teaching a special dance, and they need one more boy. Maria asks Carlos to dance at the festival. Carlos is unsure about dancing in front of people. Carlos asks his abuela about Cinco de Mayo. There was a big battle on May 5, 1862.*
- Discuss and circle the events that are the most important to correctly tell the story. *(As Carlos and Maria walk past the city park, they learn it is almost Cinco de Mayo. Maria asks Carlos to dance at the festival. Carlos is unsure about dancing in front of people. Carlos asks his abuela about Cinco de Mayo.)*
- Ask students to tell what the story is mostly about so far (Carlos and Maria discussing the Cinco de Mayo festival). Review the circled events on the board. Point out that the other information includes details that are not necessary to the sequence of events.
- **Check for understanding:** Have students read to the end of page 11. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to name additional important story events and locate them in the book. 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 use what they already know about festivals and what they have learned about Cinco de Mayo to help them understand new information 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

- **Think-aloud:** *When I read page 14, I thought about how it feels to perform in front of people. I have felt nervous, as Carlos does. I have been worried that I might make a mistake or that people might laugh at me. Sometimes it helps to have friends to encourage us to do our best. Maria did this for Carlos. In the end, he was brave and did a great job with his performance.*

## Lesson Plan *(continued)*

## It's Cinco de Mayo, Carlos!

- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about Carlos learning something new. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events in the story. Explain that good readers think about the sequence of events in the story to help them remember what they read.
- **Independent practice:** Have students complete the [sequence events worksheet](#).
- **Enduring understanding:** In this book, you read about the young soldiers never giving up and Carlos trying to learn something new. They were all brave. Now that have read and thought about this information, why do you think it's a good idea to try new things, even if you are scared?

### Build Skills

#### Phonological Awareness: **Discriminate /st/ sound**

- Say the word *stopped* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Read pages 1–5 aloud to students. Have them raise their hand when they hear a word that begins with the /st/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /st/ sound: *start, dance, battle, stomp, step*.

#### Phonics: **Identify consonant blend st**

- Write the word *stopped* on the board and say it aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *stopped*.
- **Check for understanding:** Write the following words that begin with the /st/ sound on the board, leaving off the *st* blend: *stand, stalk, stay*. Say each word, one at a time, and have volunteers come to the board and add the initial *st* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant blend st worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Contractions**

- Write the following sentence on the board: *It's almost Cinco de Mayo*. Read the sentence aloud with students.
- Underline the word *It's* on the board. Explain that the word *It's* is made by putting together the words *It* and *is*. Write the words *It* and *is* under the word *It's* on the board.
- Review or explain that a *contraction* is a word formed by joining two words, and that an *apostrophe* shows where one or more letters have been left out. Ask students to identify which letter has been left out of the contraction *It's* (the *i* in *is*).
- Have students turn to page 8 and locate the contractions on the page (*didn't* and *that's*). Write the contractions on the board and have students tell which two words were joined to form each contraction (*did not* and *that is*).

Ask a volunteer to read each sentence with the two words in place of the contraction to see whether it still makes sense.



**Check for understanding:** Have students locate and circle all the contractions in the book. Have them record the two words that make up each contraction on a separate piece of paper.

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

**Word Work: Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *Maria* and *Carlos* on the board. Have a volunteer explain which word would appear first in alphabetical order (*Carlos*) and why (because *c* comes before *m* in the alphabet).
- Write the words *festival* and *dance* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*dance*, because *d* comes before *f* in the alphabet).
- **Check for understanding:** Write the following words on the board: *surprise*, *music*, *boots*, *puppet*, *costumes*, *army*. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.

**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 identify the sequence of events to someone at home.

**Extend the Reading**
**Realistic Fiction Writing and Art Connection**

Have students draw a picture of a face that shows a feeling. Under the picture, have students write one sentence telling about their picture. Remind students to use capital letters and periods. Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

**Social Studies Connection**

Provide students with more information about the Battle of Puebla and the celebration of Cinco de Mayo. Discuss the reasons for celebrating this holiday. Also discuss other celebrations of independence.

**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.
- 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 connect to prior knowledge to understand text
- accurately identify the sequence of events during discussion and on a worksheet
- accurately discriminate initial /st/ sound during discussion
- identify and write the letter symbols that represent the /st/ sound during discussion and on a worksheet
- correctly understand and use contractions during discussion and on a worksheet
- correctly alphabetize words on a separate sheet of paper

**Comprehension Checks**

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