



About the Book

Text Type: Fiction/Adventure Page Count: 24 Word Count: 1,909

Book Summary

In *The Great Gallardo's Books*, Miguel has to write an essay for homework explaining why reading is an adventure. Miguel doesn't like reading much and is uninspired by the topic until he finds a mysterious trunk in the loft of his mother's shop. The trunk is full of books that show Miguel how reading can be a real adventure.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to better understand text
- Identify the author's purpose
- Identify and use exclamation marks
- Identify and use similes

Materials

Green text indicates resources available on the website

- Book—*The Great Gallardo's Books* (copy for each student)
- Chalkboard or dry-erase board, thesauruses and/or dictionaries
- Author's purpose, exclamation marks, similes worksheets
- Discussion cards



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *awe* (n.), *biography* (n.), *science fiction* (n.), *skeleton key* (n.), *transport* (v.), *western* (n.)

Enrichment: *breeches* (n.), *confetti* (n.), *contraptions* (n.), *crater* (n.), *high-tech* (adj.), *intimate* (adj.), *laboratory* (n.), *lasso* (v.), *perilous* (adj.), *plastered* (v.), *resort* (v.), *sagebrush* (n.)

Before Reading

Build Background

- Write the words *fiction* and *adventure* on the board. Have students tell what they know about each of these terms. (*Fiction* refers to books and stories that describe imaginary people and events. *Adventure* refers to a specific genre of book that describes an exciting or extraordinary event or series of events.)

Lesson Plan *(continued)*

The Great Gallardo's Books

- Explain that just as there are many types of shoes with specific styles and functions (sandals, hiking boots, ballet shoes, high heels, tennis shoes, and so on), there are also many types of writing with specific styles and functions. *The Great Gallardo's Books* is a fiction book that is part of the adventure genre (a book written about imaginary people and events that describes an extraordinary series of events).

Preview the Book

Introduce the Book

- Give students a copy of the book. Show them the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Review the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Direct students to the table of contents on page 3. Ask students what they can tell about the book from looking at the chapter titles. (Accept answers that show students are thinking about what the book might be about.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or picture in their mind, what a book might be about before they start reading. Ask students how this strategy might help readers understand and remember what they read.
- Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after several pages to create a picture in my mind of what the author is describing. This helps me keep track of the important information, and it also helps me make sure I understand the ideas in the book. I know that good readers do this when they read, so I am going to visualize as I read this book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, encourage students to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text. Engage students in a conversation in which they use the vocabulary words.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use context clues within a sentence or in surrounding sentences to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the word *transported* on page 10. Model how to use context clues and illustrations to figure out the meaning of an unfamiliar word. Say: *As we previewed the book I noticed that the setting changed several times. On page 9, I see that Miguel is wearing different clothes and is even wearing a wig. Based on this illustration, I think that Miguel may be in a different place and time than where he was in the beginning of the story.* Direct students attention to the sentence containing the word *transported* and read the sentence aloud. Say: *As I reread the sentence containing the unfamiliar word I think the word transported means to move from one place to another. I think that Miguel has been carried back in time.* Reread the sentence one more time with students and ask them if this definition makes sense.
- Explain to students that throughout the book they will encounter words like *transformed* that are written in bold print. Remind students that all bold-faced words in the text can be found in the glossary. Have students locate the word *transported* in the glossary to confirm the definition.


Set the Purpose

- Remind students to visualize, or picture in their mind, what is happening in the story as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage them to visualize what is happening and what might happen next. Have students go back and reread the chapters if they finish before everyone else.
- When students have finished reading, have them tell how they used descriptive words and phrases in the book to visualize places and events in the story.
- **Think-aloud:** *The author's words were very descriptive. For example, the author's description of rain on page 4 (Raindrops splattered the asphalt like a million exploding firecrackers.) helped me visualize a rainy Saturday afternoon.*
- Ask students what they visualized as they read the second paragraph on page 6.
- As students read the remainder of the book, remind them to visualize what is happening in the book and what might happen next.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Discuss how visualizing keeps readers involved in the reading process and helps them understand and remember the story.
- **Think-aloud:** *The author's descriptive writing helped me see very detailed pictures in my mind. I could see Ben Franklin when he popped up in his bathtub. I saw Cowboy Max's braid with the red ribbon fall out from under her cowboy hat. I could see Miguel leaping without gravity to get near the crater.*
- Ask students to share what they visualized while reading.

Teach the Comprehension Skill: **Author's purpose**

- **Discussion:** Have students tell what they think the author's purpose was for writing *The Great Gallardo's Books*. Write students' response on the board.
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *inform or teach, entertain, persuade or convince*. Explain to students that a writer usually has one of these three reasons for writing, but some writers have all three. Explain that the writer's words provide clues that can help readers figure out the purpose.
- Show students a textbook or encyclopedia, and explain that the author's purpose for writing this type of book is to tell or teach something. To illustrate, point out a fact or other information in the book. Show students a fiction book and explain that books like this one are meant to entertain. Read a funny, scary, or mysterious line from the book, and explain that these words are clues that the author wants the reader to be entertained. Explain that other books that are generally written to entertain include mysteries, science fiction books, and so on. Show students an ad or editorial from a newspaper. Explain that this type of writing is meant to persuade or convince the reader to agree with the writer. Point out a convincing statement and explain that these words are clues that the author wants the reader to think the way he or she does.
- **Check for understanding:** Ask students to think of something they've read recently that taught them something (science book, biography, and so on). Ask students to think of something they've read that has been funny, scary, silly, mysterious, and so on (comics, fiction books). Ask students for an example of something they've read that was persuasive or convincing.

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



Extend the discussion: Have available a selection of books for students to look at and discuss. Decide which literary genre each book belongs to. Remind students that some books may belong to more than one genre.

Build Skills

Grammar and Mechanics: Exclamation marks

- Ask students to turn to page 4 and read the following sentence: *He had an essay due on Monday, and, of course, he hadn't even started!* Point out the exclamation mark. Explain or review that an *exclamation mark*, which can also be called an *exclamation point*, is a punctuation mark used to show strong feelings or excitement.
- Point out to students that the author does not use exclamation marks to end every sentence, even though there is a lot of excitement in this story. Explain that the overuse of exclamation marks is considered poor writing because it does not accurately convey the feelings of the character(s) and can distract readers while reading.
- Have students turn to page 6 and read the last sentence in the first paragraph. (*Miguel put his foot on the first rung and looked up—a loft he'd never noticed!*) Discuss with students why the author chose to use an exclamation point (to show that Miguel was surprised to find the loft).
- Ask students to find other examples of exclamation marks in the text. Discuss why each example was an appropriate sentence to end with an exclamation mark.
- **Check for understanding:** Ask students to write a sentence that ends with an exclamation mark on a separate piece of paper. Have them read their sentence aloud and explain why the sentence should end with an exclamation mark.
- **Independent practice:** Introduce, explain, and have students complete the [exclamation marks worksheet](#). If time allows, discuss their responses.

Word Work: Similes

- Review or explain that a *simile* makes a comparison by using the words *like* or *as*. Write the words *like* and *as* on the board. Explain to students that these words are often signals that they are reading a simile.
- Write the following on the board: *Raindrops splattered the asphalt like a million exploding firecrackers*. Have students tell what is being compared in this sentence (*raindrops* and *firecrackers*). Have them identify the signal word.
- **Check for understanding:** Have students identify the simile and signal word in the last paragraph on page 5. (*His mind was empty, like the pickle jar.*) Have students turn to page 6. Ask them to identify the simile and signal word on this page. (*Red paint chips fluttered down into his hair like confetti.*) Work with students to come up with other similes to describe an empty mind or fluttering paint chips.
- **Independent practice:** Introduce, explain, and have students complete the [similes worksheet](#). If time allows, discuss their responses.

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 books to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students choose a literary genre that was not mentioned in the book (fantasy, drama, mystery). Have them use the title of a real or made-up book to write a chapter about Miguel's next adventure. Encourage them to use descriptive language and similes to help readers visualize what Miguel is feeling and experiencing. Invite volunteers to read their stories to the class.

Science and Social Studies Connection

Have students use print and Internet resources to research Benjamin Franklin, women of the Wild West, and space exploration. Encourage them to find examples of fiction and nonfiction books for all three topics. Then have students read one of the books and prepare an oral book report that includes mention of the book's genre. Invite students to share their reports with the class.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently visualize information and events in text to enhance understanding
- consistently understand and identify author's purpose during discussion and on a worksheet
- consistently identify and use exclamation marks during discussion and on a worksheet
- correctly identify and understand similes in the book and tell what is being compared; apply understanding of similes on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**