

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 340

Book Summary

Carlos's Family Celebration follows Carlos and his sister, Selena, as they prepare to celebrate Mexican Independence Day with their family. They decorate the house, practice their dancing, and dress in their special party clothes. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember story events
- Sequence events
- Orally segment words into syllables
- Identify diphthong /ou/
- Recognize proper nouns
- Identify and use time-order words

Materials

Green text indicates resources available on the website

- Book—*Carlos's Family Celebration* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, diphthong /ou/, proper nouns 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

- Content words: *blindfold, celebration, decorate, independence, Mexican, piñata, practice*

Before Reading

Build Background

- Ask students if they've ever prepared for a special celebration. Invite them to share what they did and what materials they needed for the celebration. Ask what types of events they celebrate with their family (birthdays, Memorial Day, Thanksgiving).
- Ask students to share what they know about Independence Day. Explain that different countries and nationalities celebrate their independence day in different ways.

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 *Carlos's Family Celebration*. (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 *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day, a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- 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 7, 9, 12, and 16. Explain that as they read, they should stop on these pages to think about what has happened in the story so far. 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 *The Three Little Pigs*. 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 The Three Little Pigs, they need to include certain events in order to tell the story correctly. In this story, the first event that happened is that the first little pig builds a house out of straw. Next, the second little pig builds a house out of sticks. Then, the third pig builds a house out of bricks. After that, the wolf blows down the first pig's house. Then, he blows down the second pig's house. Last, he tries to blow down the third pig's house, but he can't.*
- 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

- Write the following words from the content vocabulary on the board: *independence*, *celebration*, *Mexican*, and *piñata*.
- Point out that these four words can be found in the story and that they tell about Carlos and his family celebration. Give groups of students four pieces of blank paper. For each word, have them write or draw what they know about the word. Together, 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 *independence* in the dictionary. Invite a volunteer to read the definition for *independence*. Have that student compare the definition with his or her prior knowledge of the word.
- Have students follow along on page 3 as you read the sentence in which the word *independence* 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 about Carlos's family celebration. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story. Have them think about the events that happened first, next, and last.

During Reading
Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 7. Encourage students who finish before others to reread the text.
- Cut out the pages from an extra copy of the book. Place pages 3–7 in a pocket chart or along the chalkboard ledge.
- Model retelling the events of the story using the illustrations as a guide.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. First, Carlos and Selena are getting ready for a Mexican Independence Day party. They decide to decorate the house. They make pictures of their family that include Mama, Papa, Mateo, Carlos, and Selena. As they make the pictures, they discuss their family.
- Remind students that a retelling includes detail and description about the events of a story, and a sequence of events lists the most important events that someone would need to know to tell the story correctly.
- Point to the illustration from page 3. Explain that the first important event in the story is that Carlos and Selena get ready for a Mexican Independence Day party. Write this event under the illustration from page 3.
- Have students look at the illustrations from pages 4–7. Ask them to explain what all these illustrations show (painting pictures of the family). Write this event under these illustrations as a group. Explain that after Carlos and Selena get ready for a Mexican Independence Day party, they paint pictures of their family. Point out that information such as who they painted first and last is a detail about this event.
- **Check for understanding:** Have students read to the end of page 9. Place pages 8 and 9 next to the pages from the beginning of the story. Ask students to use the illustrations as a guide to retell to a partner the details about the events after Carlos and Selena finished the family pictures. Listen to the retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Ask students to identify the next important event in the story from these illustrations. (Carlos and Selena blow up balloons.)
- 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.

Lesson Plan *(continued)*

Carlos's Family Celebration

-  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

- Retell in detail the events of the story from pages 10 and 11, using the illustrations from the book.
- **Think-aloud:** *After Carlos and Selena blow up the balloons, they decide to fill the piñata. The piñata is in the shape of a star. They fill it with candy, and Selena sneaks a piece of candy for herself.*
- Have volunteers retell the events to the end of the book, using the illustrations from pages 12–16. Then have students retell the story to a partner, from the beginning. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the events of the story listed in order on the board. Place pages 10–16 in order next to the rest of the pages from the story. Ask students to identify the sequence of events after Carlos and Selena blow up balloons. (They fill a piñata with candy. They practice dancing. Everyone arrives at the party, and they celebrate.)
- **Independent practice:** Cover the sequence of story events on the board. Introduce, explain, and have students complete the [sequence events worksheet](#). Encourage them to use their book to complete the worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about one family's traditions for celebrating Mexican Independence Day. Now that you know this information, how is this family's celebration similar to and different from the way your family celebrates Independence Day?

Build Skills

Phonological Awareness: Segment syllables

- Tell students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables in words by clapping the number of syllables when they say a word. Demonstrate clapping and counting syllables with the words *celebrate* and *getting*.
- **Check for understanding:** Say the following words, one at a time: *paint, balloons, decorate, family, party, independence, celebrate, five, Mexican*. Have students clap and count the number of syllables in each word.

Phonics: Identify diphthong /ou/

- Write the word *house* on the board and say it aloud with students.
- Have students say the /ou/ 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 /ou/ sound in the word *house*.
- **Check for understanding:** Write the following words that contain the /ou/ sound on the board, leaving out the /ou/: *pout, mouse, south*. Say each word, one at a time, and have volunteers come to the board and add the /ou/ to each word.

Lesson Plan *(continued)*

Carlos's Family Celebration

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

Grammar and Mechanics: **Proper nouns**

- Review or explain that a *noun* is a *person, place, or thing*. Ask students to turn to page 10 and give examples of nouns from the text (*picture, balloons, piñata*).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Write an example of a proper noun from page 10 on the board (*Maria*).



Check for understanding: Have students turn to page 6 and underline examples of proper nouns. Remind them not to confuse a proper noun with the capital letter used at the beginning of a sentence. As students identify the proper nouns, write them on the board (*Mateo, Carlos, Mama, Papa, Selena, I*). Ask a volunteer to identify the words that are capitalized but are not proper nouns (*Next, He, After, That's*).

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

Word Work: **Time-order words**

- Review or explain that time-order words are often used to help readers identify a sequence of events. Provide students with a few examples of time-order words (*today, first, next, then*). Have students suggest time-order words they know (*second, last, finally, after that, third*).
- Model how to sequence events using time-order words.
Think-aloud: *I know that a process, like a story, has a sequence of events. For example, when I make a peanut butter and jelly sandwich, first I get the bread and take out two pieces. Next, I get out the peanut butter and jelly. Then I put the peanut butter on one piece of bread and the jelly on the other piece. After that, I put the two pieces of bread together. Last, I sit down and eat the sandwich.*
- Have volunteers explain the order of a simple process, such as brushing teeth or getting ready for school. Use time-order words to record the steps on the board.
- **Check for understanding:** Have students reread pages 5–7 in their book. Have them identify and circle the time-order words on the pages (*first, second, next, after, and last*). Ask students to write the birth order of Carlos's family in the margin of page 6 (*Mama, Papa, Mateo, Carlos, Selena*).

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 book to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students think of a special event they have celebrated with family or friends and illustrate it. Have them write a personal narrative telling the kind of event, what happened, and why it was memorable to them.

Social Studies Connection

Provide print and Internet resources for students to research Mexican Independence Day. Have them answer questions such as: From whom did Mexico become independent? When did it become an independent country? What types of activities and food might be found at a Mexican Independence Day celebration? Have students record their answers, along with other interesting facts they find.

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:

- accurately and consistently demonstrate retelling the story during discussion
- accurately sequence events of the book during discussion and on a worksheet
- accurately orally divide words from the book into syllables during discussion
- identify and write the letter symbols that represent the diphthong /ou/ sound during discussion and on a worksheet
- correctly identify proper nouns in text and on a worksheet
- correctly identify and use time-order words during discussion

Comprehension Checks

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