



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 163

Book Summary

Pedro's village has many burros that help their owners with work. Pedro wants a burro of his own, so Grandfather gives him one. Grandfather expects Pedro to use the burro to help with his chores, but Pedro has a different plan. Students will enjoy the bright and detailed illustrations as they read this sweet story.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Identify characters, setting, and plot
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Recognize and use possessive nouns
- Understand and use the suffix *-ed*

Materials

Green text indicates resources are available on the website.

- Book—*Pedro's Burro* (copy for each student)
- Chalkboard or dry-erase board
- Photographs of animals and children
- Make, revise, and confirm predictions; story elements; possessive nouns 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.

- High-frequency words: *him*, *his*, *went*, *when*
- Content words:
Story critical: *amiga* (n.), *burros* (n.), *gathered* (v.), *jugs* (n.), *village* (n.), *well* (n.)

Before Reading

Build Background

- Place photographs of different animals and children in a pocket chart or along the chalkboard ledge and ask students to identify if any of them could be a friend.
- Ask students if any of the animals or children do work or chores. Invite them to share examples of work or chores that each animal and child can do.

Book Walk

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, 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). Explain that the characters on the front cover are Pedro, his grandfather, and a burro.
- Explain to students that readers make predictions, or guesses, about what will happen in a story. They make predictions using clues from the story and from what they already know. Emphasize that the goal is not to make sure that the predictions are correct, but rather to make sure that the predictions make sense on the basis of the story.
- Give students the [make, revise, and confirm predictions worksheet](#). Have them predict what they think will happen to Pedro, his grandfather, and the burro on the basis of the title and the picture on the cover. Have them write their prediction on the worksheet.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model using the covers to make a prediction.
Think-aloud: *When I look at the front cover, I see a picture of a boy with an older man and an animal that looks like a donkey. On the back cover I see a small town with people and more donkeys. On the basis of the title and the pictures, I predict that the boy and his grandfather own a donkey. I will read the book to find out if my prediction is correct.*
- Ask students to make a prediction they made on their worksheet on the basis of the covers.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements: identify characters, setting, and plot**

- **Discussion:** Explain that fiction stories have characters, setting, and a plot. Explain to students these elements help readers make sense of what is happening in the story. Write the words *who*, *when/where*, and *what* on the board. Explain that the *characters* are the *who*, the *setting* is the *when/where*, and the *plot* is the *what*. Write *characters* next to *who*, *setting* next to *when/where*, and *plot* next to *what*.
- Model how to determine the setting.
Think-aloud: *Sometimes a story tells when and where most of the events happen, and sometimes I have to figure it out myself using words, pictures, and what I know. This story doesn't tell me where the story events happen. However, the back cover shows a picture of a town. The setting is most likely a village.*
- **Check for understanding:** Have students to turn to pages 5 and 6 and name the characters (Pedro, Grandfather, and the burro). Discuss with students how they determined the characters (looked at the pictures in the story).
- Introduce and explain the [story elements worksheet](#). Draw a similar chart on the board. Discuss their responses.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *It looks as though Grandfather is giving Pedro the leash to the burro.*
- Write the following story-critical words on the board: *amiga*, *burros*, *gathered*, *jugs*, *village*, and *well*. Point out that these words can be found in the story and that they give insight into the story.

- Remind students to look at the picture and letters with which a word begins or ends to figure out a difficult word. For example, point to the word *gathered* on page 9 and say: *I am going to check the picture to try and figure out the meaning of the word. The picture shows Pedro pulling a wagon full of wood. He picked up the wood and put it in the wagon. I know another word for picking up is to gather, and the word in the story has a suffix, -ed, at the end, so the word must be gathered.*

Set the Purpose

- Have students read the story to find out if the prediction they made about Pedro is correct.

During Reading

Student Reading

- **Guide the reading:** Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish early to reread the text.
- When they have finished reading, ask students whether they think their prediction is correct. If necessary, have them revise their prediction on their worksheet on the basis of the new information they learned while reading.
- Model how to revise a prediction.
Think-aloud: *I predicted this story would be about a boy, Pedro, and his grandfather who own a donkey. I didn't know a donkey could also be called a burro. The story also tells me Grandfather does not own the donkey, Pedro does. I need to revise my prediction. I predict Pedro owns a burro, given to him by his grandfather. The burro helps Pedro with his chores and pulls the wagon.*
- **Check for understanding:** Have students look at the prediction they made before reading. Invite them to share whether they confirmed, revised, or made a new prediction.
- Check worksheets for individual understanding. Encourage students to make new predictions and revise them if necessary.
- Have students read the remainder of the book.



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

- Model how to confirm a prediction.
Think-aloud: *I predicted Pedro owned a burro, which was given to him by his grandfather. I confirmed this prediction as I read. I also predicted the burro helped Pedro with his chores and pulled the wagon. As I read, I learned that Pedro did not use his burro for work, but played with her like she was a pet.*
- Ask students if they were surprised to find out that Pedro did not use his burro for work but made the burro his friend. Ask whether or not their prediction about the story was correct and explain why or why not. If their prediction was not correct, have them write what actually happened in the *Plot—what happened* section on their worksheet.

Reflect on the Comprehension Skill

- **Discussion:** Review the story elements worksheet and the possible characters, setting, and plot that students identified. Have students discuss with a partner their answers.

- **Independent practice:** Have students complete their story elements worksheet by writing in any remaining characters or main events for the rest of the story. Have them work in pairs to check their work.
- **Enduring understanding:** In this story you learned that friendship is important even if it is with a pet. Now that you know this information, what will you do the next time you see someone who is lonely or needs a friend?

Build Skills

Phonological Awareness: **Short vowel /i/ sound**

- Say the word *tip* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short vowel /i/ sound.
- Read pages 7 and 8 aloud to students. Have students raise their hand when they hear a word with the short vowel /i/ sound (*village, his, him, his, little, him*).
- **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 vowel /i/ sound: *hide, lip, road, mitt, split, bat, hid, sit*.

Phonics: **Short vowel i**

- Write the word *his* on the board and say it aloud with students.
- Have students say the short /i/ 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 /i/ sound in the word *big*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short /i/ sound.
- **Check for understanding:** Write the following words that have the short /i/ sound on the board, leaving out the short /i/: *village, him, little, in, did*. Say each word, one at a time, and have volunteers come to the board and add the short vowel /i/ to each word.

Grammar and Mechanics: **Possessive nouns**

- Write this sentence on the board: *There were two jugs in Pedro's wagon*. Read the sentence aloud, pointing to the word *wagon*. Ask students to explain whose wagon the sentence is referring to (*Pedro's*). Explain that the word *Pedro's* shows that the wagon belongs to Pedro. Explain that an apostrophe followed by an *s* is sometimes used to show ownership. A contraction using *'s* is not the same as a possessive noun. A *possessive noun* is a noun that shows ownership.
- Have students look at the cover of the book. Ask them to read the title. Ask students how they know that this burro is for Pedro.
- **Check for understanding:** Write the following phrase on the board: *The village of Pedro*. Show students how to rewrite the phrase using a possessive noun (*Pedro's village*). Ask students who possesses what in this phrase (Pedro possesses the village). Write several more phrase or sentences similar to the first one on the board. Have students work with a partner to rewrite them using a possessive noun.



Independent practice: Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

Word Work: **Identify suffix -ed**

- Write the words *walked, wanted, and added* on the board. Ask students what all of the words have in common (they all end in *-ed*). Ask students to identify the root words (*walk, want, add*).
- Explain or review that a suffix is a syllable, or group of letters, added to the end of a word to alter or change its meaning or its verb tense. An example of a suffix is *-ed*.

- Write the words *talk*, *smell*, and *touch* on the board. Have students add the suffix *-ed* to each word (*talked*, *smelled*, *touched*). Discuss how when the suffix *-ed* is added, it changes the verb tense of the word. The words now describe something that happened in the past.



Check for understanding: Have students work with a partner to reread the story and circle the words with the suffix *-ed*. Invite students to underline the root of each word.

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 discuss the predictions they made about the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of their friends. Under the picture, have students write a story about what they like to do with their friends.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Invite the school counselor in to talk about what programs your school has in place for making friends and to lead a discussion that reinforces or connects to the information in this book.

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 make, revise, and confirm predictions to comprehend the text during discussion and on a worksheet
- accurately identify characters, setting, and plot during discussion and on a worksheet
- accurately discriminate short vowel /i/ sound during discussion
- consistently identify short vowel *i* in text and during discussion
- correctly understand and identify possessive nouns during discussion and on a worksheet
- understand and identify the suffix ending *-ed* in text and during discussion

Comprehension Checks

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