



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 101

Book Summary

Carlos's First Halloween tells about a family's night of trick-or-treating during their first Halloween in America. The story uses familiar vocabulary, high-frequency words, and repetitive text to support beginning readers. Students will enjoy the surprise at the end of the story.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify story elements
- Segment onset and rime
- Identify short /u/ vowel
- Recognize and understand that names are proper nouns
- Recognize and use high-frequency word *this*

Materials

Green text indicates resources available on the website

- Book—*Carlos's First Halloween* (copy for each student)
- Chalkboard or dry erase board
- Story elements, short /u/ vowel, 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

- High-frequency words: *for, look, on, or, our, put, you, us*
- Content words: *building, costumes, ghost, Halloween, pirate, scared, treat, trick*

Before Reading

Build Background

- Ask students to describe what they know about costumes. Discuss reasons that people dress up in costumes (plays, school character day, amusement parks, Halloween, and so on).
- Ask students to describe types of costumes they have seen and where they have seen them.

Book Walk

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 First Halloween*. (Accept all answers that students can justify.)

Lesson Plan *(continued)*

Carlos's First Halloween

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Turn to the title page and ask students why the children might be standing outside the door. Ask them what the children are likely to say when the door is opened.
- Turn to page 4. Point out the repetitive phrase *trick or treat* and have students say it aloud. Explain to students that these words repeat throughout the book.

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 them 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 read the title and look at the pictures on the front and back covers, I think about the things I already know about Halloween. I see the children dressed in costumes and the women holding bowls of popcorn and candy. These pictures remind me of trick-or-treating.
- 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: **Story elements**

- Write the words *character* and *setting* on the board. Explain that the characters in a story are the people or animals in the story, and the setting is where the story takes place.
- Model how to identify characters and setting using a familiar story.
Think-aloud: I know the story of Goldilocks and the Three Bears. It's about a girl who goes to the home of three bears without being invited. She tries out their chairs, food, and beds. The bears come home and find her sleeping in Baby Bear's bed. The characters in that story are the three bears and Goldilocks. The setting in the story is the three bears' house.
- Have students share the names of characters and settings from familiar stories they know. Record the names of the characters and settings on the board.

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 his family are enjoying their first Halloween in America. Carlos, Selena, and Mateo put on their costumes.*
- 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 *juice* on page 9 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the children getting drinks at Ms. White's home. When I look at the first part of the word, it starts with *lj*. However, the word *drink* starts with the *ld* sound, so this can't be the word. I know that *juice* comes in containers like the ones in the picture. The word *juice* starts with the *lj* sound. The sentence makes sense with this word. The word must be juice.*

Set the Purpose

- Have students read to find out what happens in *Carlos's First Halloween*. Remind them to use what they already know about Halloween to help them understand new information 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.

Lesson Plan *(continued)*

Carlos's First Halloween

- Model connecting to prior knowledge.
Think-aloud: On page 4, I see Carlos, his brother, and his sister dressed in costumes. I know that when people dress in costumes and go from door to door on Halloween, they say the words trick or treat. When I looked at the pictures and thought about what I already knew about Halloween, reading the words was easier for me.
 - Invite students to share some questions they asked as they read.
 - **Check for understanding:** Encourage students to share other things they know about trick-or-treating. Facilitate the discussion with questions such as: *Where do you go trick-or-treating? Who do you go with? Why is it important to go with an adult?*
 - Have students read to the end of page 8. 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.)
 - Have students read the remainder of the book. Remind them to use what they already know about Halloween 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

- Invite students to share examples of Halloween tricks they have seen. Discuss the difference between appropriate and inappropriate tricks.
Think-aloud: When I read the last page of the story, I used what I already knew about Halloween to help me understand what Mama and Papa did. I know that sometimes people play tricks on Halloween. Mama and Papa played a trick on the children by dressing up and saying "Boo!" Using what I already knew helped me understand the story better.
- Have students draw a picture on a separate piece of paper showing how they connected with the characters, setting, or events in the story.

Reflect on the Comprehension Skill

- **Discussion:** Write the headings *Characters* and *Setting* in a two-column chart on the board. Invite students to share the names of some characters in the book. Write the names in the *Characters* column on the board.
- Have students turn to page 11 and point to the word *Abuela*. Say the word aloud and have students repeat it. Explain that *Abuela* is the Spanish word for "grandmother." Remind students that Carlos and his family are from Mexico and that Spanish is the language spoken in their home country.
- Ask students to share the setting of the story. Write the description of the setting in the *Setting* column on the board.
- **Independent practice:** Have students complete the [story elements worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about a family's first experience with trick-or-treating on Halloween. Now that you know this information, what would be some of the most important things to tell someone about Halloween if they didn't know about this holiday?

Build Skills

Phonological Awareness: **Segment onset and rime**

- Say the word *fun* aloud to students. Explain that you are going to say the word a second time and leave off the /f/ sound. Then say: /un/; *fun* without the /f/ is /un/.

Lesson Plan *(continued)*


Carlos's First Halloween

- Have students identify other words that end with the /un/ sound (*sun, bun, run*).
- Have students say the word *cat*. Then have them say the word *cat* without the /k/ sound (/at/).
- **Check for understanding:** Say the following words aloud, one at a time: *been, made, like, big, has, for*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound(s) of the onset.

Phonics: **Identify short /u/ vowel**

- Write the word *fun* on the board and say it aloud with students.
- Have students say the /u/ 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 /u/ sound in the word *fun*.
- **Check for understanding:** Write the following words that have the /u/ sound on the board, leaving out the vowel: *bug, sun, nut*. Say each word, one at a time, and have volunteers come to the board and add the short /u/ vowel to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /u/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Proper nouns**

- Show students the front cover of the book and ask them to name the characters. Write the words *Carlos* and *children* on the board. Ask students if these words describe people, places, or things (people). Invite them to explain the difference between the words (*Carlos* begins with a capital letter).
- Ask students to explain why *Carlos* begins with a capital letter (it is a name). Explain that names of people in the story always begin with a capital letter.
- Have students suggest names of people. Invite students to come to the board and write each name using a capital letter at the beginning of the name.
-  **Check for understanding:** Have students locate and highlight all of the proper nouns in the book. Have them read the names aloud with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their responses.

Word Work: **Alphabetical order**

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *pirate* and *scared* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *p* or *s*. Explain that the word *pirate* would come first in an alphabetical list.
- Write the words *Carlos* and *Maria* on the board. Have students identify the initial letter in each word (*c* and *m*). Ask students to identify which letter comes first in the alphabet (*c*). Explain that the word *Carlos* would come first in an alphabetical list.
- **Check for understanding:** List the content vocabulary words in the following order on the board: *scared, ghost, costumes, trick, Halloween, pirate, treat*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

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 characters and setting to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Discuss family traditions on Halloween. Have students draw an object that reminds them of Halloween. Have them write a sentence to tell about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on realistic fiction writing.

Math Connection

Work with students to reread the story. Count the number of treats the children got as they were trick-or-treating if each child received one treat from each person they visited. Work together to determine the total number of treats received by all the children on Halloween.

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 characters and setting of the story during discussion and on a worksheet
- accurately discriminate onset and rime during discussion
- identify and write the letter symbol that represents the short /u/ sound during discussion and on a worksheet
- correctly understand and use proper nouns during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

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