

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 399

Book Summary

Carlos and his family are returning to Mexico to celebrate *Navidad*. When they arrive, they participate in *Las Posadas*. They walk through the neighborhood knocking on doors and singing carols until they locate the *fiesta*. At midnight, they attend church together. Students will have the opportunity to sequence events and compare their winter holiday celebrations to Carlos's as they read this book.

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 /sp/ sound
- Identify consonant blend *sp*
- Recognize and use quotation marks
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Feliz Navidad, Carlos!* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, consonant blend *sp*, quotation marks worksheets
- Discussion cards

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

Vocabulary

- High-frequency words: *know, their, them, there, were, when*
- Content words: *Bethlehem, celebration, fiesta, flicker, glowed, journey, Las Posadas, neighborhood*

Before Reading

Build Background

- Write the word *Navidad* on the board. Explain that *Navidad* is a holiday celebration that happens in Mexico in December. Explain that *Feliz Navidad* is Spanish for Happy Christmas. Have students repeat these words.
- Ask students to share what winter holidays their family celebrates. Encourage them to talk about the traditions they share with family and friends during this time of year. Record student responses on the board.

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 using prior knowledge to read and understand text.
Think-aloud: When I read a book, I try to think about what I already know about the topic of the book before I read the story. When I read the title, I know this book is about Christmas in Mexico. I already know many things about Christmas in the United States. My family gets ready to celebrate by decorating our home with lights. We also shop for and wrap presents. On Christmas Day, we gather with our family to eat dinner and open presents. After dinner, we go to church and sing Christmas carols. I wonder if Carlos and his family in Mexico will celebrate Navidad similarly to the way my family celebrates Christmas.
- 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 taking a trip. 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 a trip to my grandmother's house, I need to include certain events in order to tell the story correctly. In my story, first we packed our bags. Next, my family and I loaded our bags in the car and started off on our journey. Then we stopped to eat lunch and get gas. Next, we got back into the car and continued on to my grandmother's house. Last, we arrived, and my grandmother was so happy to see us.
- 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 the story of the trip (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 from 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 his family are packing for a trip. I wonder if they are returning to Monterrey, Mexico, to visit family members.*

Lesson Plan *(continued)*

Feliz Navidad, Carlos!


- 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 *fiesta* 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 Carlos and his family attending a party. When I look at the first part of the word, it starts with Ifl. However, the word party starts with the lpl sound, so this can't be the word. I know that the Spanish word for party is fiesta. The word fiesta starts with the Ifl sound. The sentence makes sense with this word. The word must be fiesta.*

Set the Purpose

- Have students use what they already know about Christmas 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: Before I read the story, I thought about my family's Christmas celebration. I used my experiences to predict what would happen to Carlos and his family in the story. When I read the first part of the story, I realized that Carlos traveled to another country to celebrate Navidad. I have relatives who visit at Christmas, but we don't have to travel far to visit them. Carlos and his family are participating in Las Posadas. I will have to read more about that because I don't know much about this tradition.
 - Invite students to share how they connected with what they already knew as they read. Allow time for students to discuss how Carlos's holiday celebration might be similar and different from theirs. Refer to the responses on the board generated in the Before Reading section.
 - Write the following events on the board: *Carlos and his family packed to go to Monterrey, Mexico. Carlos sat by the window on the airplane. He saw blue sky, clouds, and the mountains of Monterrey. Carlos's aunt, uncle, and cousins met them at the airport. Carlos and his family arrived in time to join in Las Posadas. Candles in paper bags lined the sidewalks.*
 - Discuss and circle the events that are the most important to correctly tell the story. (Carlos and his family packed to go to Monterrey, Mexico. Carlos's aunt, uncle, and cousins met them at the airport. Carlos's family arrived in time to join in *Las Posadas*.)
 - Ask students to tell what the story is mostly about so far (Carlos and his family traveling to Mexico to celebrate *Navidad*). 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 12. 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 Christmas and what they have learned about *Navidad* 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 15, I thought about how sometimes we get to open one present on Christmas Eve. We save the rest to open on Christmas morning. Carlos and his family will open one gift this evening but will save most of their presents for Three Kings Day on January 6. Giving and receiving gifts is a special tradition for many holidays.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about Carlos's *Navidad* celebration. 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:** Introduce, explain and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned that Carlos celebrates *Navidad* by participating in *Las Posadas*, having a *fiesta*, and attending church. This might be different from the way you celebrate your family's winter holiday. Why might it be important to learn about the ways other people celebrate special holidays?

Build Skills

Phonological Awareness: **Discriminate /sp/ sound**

- Say the word *spill* aloud to students, emphasizing the /sp/ blend. Have students say the word aloud and then say the /sp/ sound.
- Read page 11 aloud to students. Have them raise their hand when they hear a word that begins with the /sp/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the /sp/ sound: *spot, toys, sport, candles, spider, school*.

Phonics: **Identify consonant blend sp**

- Write the word *spilled* on the board. Have students find the word on page 11 and read the sentence in which it is found.
- Have students say the /sp/ 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 /sp/ sound in the word *spilled*.
- **Check for understanding:** Write the following words that contain the *sp* blend on the board, leaving off the *sp* blend: *spot, spend, sport*. Say each word, one at a time, and have volunteers come to the board and add the *sp* blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant blend worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Quotation marks**

- Write the following sentence on the board: *"We're almost there," he said*. Ask students what words are being spoken. Explain that quotation marks are the punctuation marks around dialogue in the book. Discuss the difference between what is being said aloud by the character (*We're almost there*) and what is not (*he said*).
- Have students turn to page 5 in the book. Read the page aloud as students follow along. Ask students to give the thumbs-up signal while dialogue is being read aloud and give the thumbs-down signal when a character is not speaking.

Lesson Plan *(continued)*

Feliz Navidad, Carlos!

- Discuss the different words used in the text to indicate dialogue. Point out that words come directly before or after the quotation marks to show which character is speaking. Ask students to find the words used in the text. Write them on the board as students find them (*said, asked, yelled*).



Check for understanding: Have students work in pairs to locate dialogue in the text. Instruct them to circle the quotation marks in each example.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks 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 *Navidad* and *December* on the board. Have a volunteer explain which word would appear first in alphabetical order (*December*) and why (because *d* comes before *n* in the alphabet).
- Write the words *ready* and *sleep* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*ready* because *r* comes before *s* in the alphabet).
- **Check for understanding:** Write the following words on the board: *celebration, neighborhood, fiesta, piñata, glowed, journey, Mama*. 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 retell the sequence of events in the book to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Discuss with students the traditions that Carlos and his family celebrate at *Navidad*. Compare and contrast these traditions with students' winter holiday traditions listed on the board in the Build Background section. If students also read *Maria's Family Christmas*, have them compare and contrast the holiday traditions of Carlos and Maria using a Venn diagram. Have students compare and contrast Maria's Christmas with their own winter holiday celebration.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide books and Internet resources about how winter holidays are celebrated in Mexico and in other countries around the world. Make lists of the holiday traditions. Discuss the similarities and differences in the traditions. Encourage students to discuss why people might celebrate differently.

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.

Lesson Plan *(continued)*

Feliz Navidad, Carlos!

- 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 in the book during discussion and on a worksheet
- accurately discriminate the /sp/ sound during discussion
- accurately identify and write words containing the consonant blend *sp* during discussion and on a worksheet
- correctly understand and identify quotation marks during discussion and on a worksheet
- correctly place words in alphabetical order

Comprehension Checks

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