Advancing Readers Lesson Plan
Lesson 3.1A: Recounting
Book: *Tía Isa Wants a Car*

3.1 A

Don't Miss This

- **Congratulate your student** – If your student is moving from AR2 to AR3, let them know how proud you are of all their work and this is a new level of curriculum where they will be reading longer and more exciting books, and talking a lot more about what they read.
- **Next Lesson** – Tutor should select *Uncle Jed's Barbershop for* the next lesson if *Tía Isa Wants a Car* is used for 3.1A.

STEP 1: AGENDA (suggested time – 1 min.)

STEP 2: TUTOR READ ALOUD (suggested time – 10 min.)

Comprehension & Vocabulary	**BEFORE:** Set a purpose and ask an open-ended question. **DURING:** Stop every few pages to ask questions and discuss. Add 1-2 **Forever Words** to the **Wondrous Word Journal**. **AFTER:** Discuss what happened in the text and why. Tutor and student choose 1-2 **Forever Words** from the **Wondrous Words Journal** and review using one **Vocabulary Review Strategy**.

STEP 3: INTRODUCE THE SKILL (suggested time – 20 min.)

Teach	• *As we work together this year, we will be talking about things that good readers do as they read. We call these reading strategies.* • *When we are reading and come to a part that we don't understand, we can use our reading strategies to help us make sense of what the author is saying.* • *The first reading strategy that we will learn is keeping track of what happens in a text. This strategy is useful because it forces us to pay close attention to what is happening in a text while we are reading it.* • *As we read today, we will stop to talk about what has happened at different moments in the book. At the end of the story, we will recount the whole story, which means that we will talk about the events that happened in the story in the correct order.*
Model/Set Purpose	• Pull out **side 1** of the worksheet for student to see. • *Now, we are going to read a short story, How Frog Lost His Tail. I will stop at different parts to recount what has happened and add it to the graphic organizer.*
Apply	• Tutor reads the short story on **side 1** of the worksheet out loud. When you reach a number, stop to do a "think aloud" using the language below and fill out the graphic organizer. • **Tutor writes** in the graphic organizer on **side 1** so student can see how we talk about what we have read and translate that to thinking and writing about what we have read. Student will independently take on this task in step 6. • *[1] I'm going to stop here to make sure I am keeping track of what is happening. Frog has always dreamed of having a long tail and begged Sky God to give him one. The other animals tease him because they think he is ugly without a tail. On the graphic organizer, I'll write: Frog wanted a tail. The other animals teased him.*

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Step 3 continued on back

Apply (continued)	• *[2] I'll stop here to recount what happened in this part. Sky God agreed to give Frog a tail, as long as Frog took care of his special watering hole. When the other holes dried up, the animals came to Frog's hole for water. Notice that I am not using the exact same words from the text when I recount the story. Instead, I'm putting the story in my own words. On the graphic organizer, I'll write: Sky God gave Frog a tail and a watering hole. The other animals needed the water from Frog's hole.* • *[3] I'll stop here to recount what happened in this section. Frog didn't let the other animals drink from his hole because he remembered how mean they were to him. Sky God punished Frog for not letting the other animals drink by taking away his tail. On the graphic organizer, I'll write: Frog didn't let the other animals drink from his hole and Sky God took his tail away.* • *[4] Let's stop again. Now I see that this story is a tale about tadpoles losing their tails when they become frogs. I'm going to write: Now frogs will always be reminded of this lesson because they had a tail as a tadpole that disappears when they grow into frogs.* • *As I was reading, I stopped at various points to talk about what was happening in the story and wrote a few sentences on the graphic organizer. This helped me keep track of what I was reading.*

STEP 4: INTRODUCE THE TEXT (suggested time – 5 min.)

Set Purpose	• *Today, we are reading a book called Tía Isa Wants a Car. It is about a girl whose aunt wants to buy a car. The family speaks Spanish, and tía is how you say "aunt" in Spanish. The story is narrated by Tía Isa's niece. As a reminder, the narrator is who is telling us the story.* • *We'll see some Spanish words throughout the book, but we'll usually be able to figure out what these mean based on clues in the text.* • *As we read this book, we'll learn more about why Tía Isa wants a car.*

STEP 5: WONDROUS WORDS JOURNAL (suggested time – 10 min.)

Add/Review	• Introduce these words that your student will hear in the book today, and put any unknown words' definitions and sentences in the **Wondrous Word Journal**:
	  ○ **lap: to wash against something over and over again with a light splashing sound**
	  ○ **swoop: to suddenly fly down through the air**

STEP 6: STUDENT READ ALOUD (suggested time – 30 min.)

Student Reads/Writes	• *Now, you will read the book Tía Isa Wants a Car. As you read, I will ask you to stop at different points to recount what has happened. You will fill out the graphic organizer on side 2 of the worksheet and we will review it at the end. "Tía" is the Spanish word for "Aunt."* • Student reads *Tía Isa Wants a Car* aloud. • Pull out the discussion guide and ask questions when prompted in the book. • **Student writes** in the graphic organizer and response box on **side 2** of the worksheet when prompted by the discussion guide**.**

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