

Guided Reading Lesson Plan (Levels M-Z)

Title: How Tia Lola Came to Stay Level O ISBN:0-440-41870-4 Publisher: Yearling Day 1

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Find the Dominican on a map.

Ch. 1- It is about two Spanish children, Juanita and her brother, Miguel who have just moved from New York City to a house in Vermont. They are going to a new school and their mom and dad are getting a divorce. Mami doesn't like the children being alone without an adult, so that is in part why their Aunt Tia Lola is coming.

Discuss how it feels to move to a new place and school.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

There are Spanish words included through-out the text. You can sometimes figure out what they mean by using context clues. Don't worry about the pronunciation.

Vocab:
counselor p. 2
glances p. 7
swarms p. 8
beckons p. 11

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

**Connections: to having someone come to visit from far away
to moving to a new place and school**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What connections did you make as you read the chapter? What feelings did that bring back to you?

Assignment:

Read Ch. 1

Look up the vocab words, meanings, and use word in a sentence

Write down two connections that you made on a paper in Journal.

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Title: How Tia Lola Came to Stay Level O ISBN:0-440-41870-4 Publisher: Yearling Day 2

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. 2 Bienvenida, Tia Lola

Miguel can't believe how much luggage his aunt has brought from the Dominican. Mami and Juanita think she is fun, but Miguel is concerned because she has potions and magic water. He is afraid kids will make more fun of him if they find out about his aunt. However, the kids both love her stories. Miguel hurts Tia Lola's feelings. Read to find out how Miguel makes her feel better.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

There are Spanish words included through-out the text. You can sometimes figure out what they mean by using context clues. Don't worry about the pronunciation.

Vocab: ingredients p. 15 something that is part of any mixture
befriended p. 18 to act as a friend to

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Connections: to a time that you hurt someone's feelings; What did you do to make them feel better?

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Tell about a time that you hurt someone's feelings. What did you do to make them feel better?

Miguel writes Bienvenida, Tia Lola (Welcome Tia Lola) in the snow. He makes the a track toward the letters and says maybe the ciguapas have followed her to Vermont.

Assignment:

Read Ch. 2

Write about a time that you hurt someone's feelings. What did you do to make them feel better?

Continue with the paper from yesterday in Journal.

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Title: How Tia Lola Came to Stay Level O ISBN:0-440-41870-4 Publisher: Yearling Day 3

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. 3 Top-Secret

Miguel wants Tia Lola to be top secret so his friends won't see her. He tries to convince Juanita to keep quiet at school about her. He has a birthday coming up and keeps hinting about it, but no one seems to notice. See what happens in the story with his birthday.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

There are Spanish words included through-out the text. You can sometimes figure out what they mean by using context clues. Don't worry about the pronunciation.

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Connections: to a very special birthday. What made it so extra special?

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Miguel's dad and Juanita pick him up at school and when they arrive at home, they have a surprise birthday party with his two new friends, Sam and Dean. There are gifts, the piñata Tia Lola brought, and she had baked a big cake in the shape of a baseball.

Assignment:

Read Ch. 3

Write about a time that you had a special birthday. Did you think your family had forgotten? What made it so extra special? Continue with the paper from yesterday in Journal.

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Title: How Tia Lola Came to Stay Level O ISBN:0-440-41870-4 Publisher: Yearling Day 4

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. 4 Lucky Love

It is spring, and Tia Lola decides to meet the neighbors. The kids go along since she doesn't know English. She is talking with them in Spanish while they are talking English, and they seem to understand each other. After visiting several of the farmers, they go to Rudy's restaurant. There is a Colonel Charlebois who has sent back his food three times. Miguel has tryouts for the team. Read and see what happens.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

There are Spanish words included through-out the text. You can figure out what they mean by using context clues. Don't worry about the pronunciation.

P.45 3rd paragraph has descriptive color words such as titanium and cerulean.

P. 46 1st paragraph - glowers and disturbance

p. 46 3rd paragraph – Colonel Charlebois

p. 56 4th paragraph- superstitious

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Strategy: Infer about Tia Lola as a character. *She is friendly, outgoing, happy, confident, fun, and a great cook! I can tell this since she is comfortable meeting the neighbors and cooking the food for the Colonel.*

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Tia Lola has fun meeting neighbors and then ends up at the restaurant. After the Colonel sending back the huevos rancheros (eggs covered with tomato sauce, onions & peppers) three times, she cooks them and he says they are the best he's had north or south of the Rio Grande. Miguel's family including his father turn out to give him moral support. He hits the ball and it goes high and far.

Strategy: Inference (See above in italics).

Assignment:

Read Ch. 4

Write about your favorite character and infer about them as a person. Be sure to include details from the story.

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. 5 The Spanish Word War

Father wants the kids to come to New York for the summer, but mom isn't sure she wants them to go. Maybe if Tia Lola goes along. So she asks the kids to teach her English. Some very funny things happen as she tries to learn the language. Read to find out what happens when summer comes.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

P. 63 5th paragraph – flustered and read last paragraph as it is humorous

p. 64 2nd paragraph - demented

p. 65 masculine & feminine

p. 72 mutual understanding – read example on p. 75 top paragraph

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Strategy: Humor – It is funny because she has just learned words, but doesn't really understand what they mean or when is the correct time to use them.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Strategy: Humor- P. 69 top of page – read about Becky's green thumb; p. 75 last two paragraphs when you realize that mom knows about the word cards.

Discuss: p. 64 7th paragraph; pp. 67-68 find ways Tia Lola finds ways to keep birds & animals away from garden. (mantillas draped over raspberry bushes, ties maracas to broomsticks –keep raccoons away)

Assignment:

Read Ch. 5

Journal about the humorous things that happen in this chapter.

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. Three Days in Nueva York

Tia Lola, Miguel, and Juanita go to visit Papi in New York City. They arrive by train, and lose Tia Lola as she wanders off. Read to find out how they find her, and how they spend their days sightseeing.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

P. 80 middle Empire State Building

P. 85 top unveils, middle -untitled

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Strategy: Visualizing the sights of the city, ballgame, zoo, and visiting Abuelito & Abuelita (Grandpa & Grandma).

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Discuss how they found Tia Lola and the sightseeing they did.

How did they decide what to do? *They let each person choose what to do for one day.*

How does the chapter title fit into the story? *Papi unveils a new painting. They have a contest to decide what to name it. Tia Lola comes up with the perfect title which is Three Happy Days in Nueva York.*

Assignment:

Read Ch. 6

After reading, write a paragraph about what you visualized as you read this chapter. What did you see, hear, smell, feel?

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Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Ch. 7 Two Happy Months in Vermont

Miguel gets permission from Colonel Charlebois to let the baseball team practice behind the house. Tia Lola paints the front of the house, makes grape smoothies for the team, and also makes them uniforms. The Colonel doesn't like the paint job, and he secretly comes to watch the team them practice. Read to find out what happens with the Colonel. Remember that this house belongs to the Colonel, and they are just renting from him.

Words/Text Layout:

- *New or important words (V)
- *Unusual aspect of text layout (V)

- P.93 honored
- P.92 resemblance

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

- Strategy: Humor- P. 92 3rd paragraph about Tia Lola shaping vegetation in shapes of pineapples, parrots, & palm trees.
- Tia Lola paints the front of the house purple.

Inferences: Colonel Charlebois – How is he changing from earlier in the story back when he sent his food back three times to now?

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

- *Discuss the story
 - clarify confusion, revisiting parts of the text that posed problems for readers
 - acknowledge partially correct responses, seeking to understand students' perspectives
- *Connect discussion to the teaching point and/or a comprehension strategy (see above)

Discussion: p. 98 “ Miguel has been trying to imitate Tia Lola , looking for the best in people.” She tries to change the Colonel's heart by sewing the uniforms. As Miguel walks out to play, he sees Colonel Charlebois and throws the ball to him.

Assignment:

Read Ch. 7

Write about Colonel Charlebois and make inferences about him as a character.

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. 8 Mami's Birthday Party

Mami's birthday is coming and it was going to be a small party. However, because of Tia Lola over seventy people will be coming. Where will they have it? How will they keep it a surprise?

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

P. 105 4th paragraph- unfazed; p.108 last paragraph-wistful; p.109 sorely; p.113 4th paragraph -rumpled

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Strategy: Visualizing- House painted purple with salmon-pink trim; Tia Lola thinking p.107 4th paragraph; p.115 3rd paragraph describing Colonel Charlebois

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Discussion: They have Rudy's son put up a tent to hold the party. The kids and Tia Lola are disappointed that it is raining, but they find out that is the kind of day their Mami wanted for her birthday. The Colonel shows up wearing his new purple and white striped baseball uniform made by Tia Lola. He keeps helping by refilling the popcorn bowl. They have made a lot of friends in 8 months.

Assignment:

Read Ch. 8

Draw a picture of the house with the Colonel standing by it. Use your visualizing skills.

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Title: How Tia Lola Came to Stay Level O ISBN:0-440-41870-4 Publisher: Yearling Day 9

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ch. 9 The Best Place in the World

After the birthday party, Mami, Tia Lola, Juanita, and Miguel drive up the mountain to overlook the valley. Tia Lola tells the story she used to tell Mami as a little girl, only this time in English.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

P. 117 outcrop, Adirondacks

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Strategy: determining importance from Tia Lola's story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Read Tia Lola's story pp. 118-125 (*italics*)
- Talk about the important meaning of the story.
- p.118 The beauty of the world is an everyday gift...
- p. 128 Home is wherever you are with the people you love.
- Tia Lola misses the island, but wouldn't miss being there with them.

Assignment:

Read Ch. 9

Write: How is the beauty of the world a gift to you?

Guided Reading Lesson Plan (Levels M-Z)

Title: How Tia Lola Came to Stay Level O ISBN:0-440-41870-4 Publisher: Yearling Day 10

Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Tia Lola, Mami, Miguel, and Juanita go to the Dominican Republic where both the kids' parents were born. They visit during Christmas break. This is their Christmas gift. They get to meet their cousins, aunts, and uncles. The temperature is warm and sunny.

Ch. 10 La Napa

Words/Text Layout:

- *New or important words (V)
- *Unusual aspect of text layout (V)
- **130 customs**
- **p. 131**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

- **Strategy: Comparison/ contrast the U.S. with Dominican Republic**
- **Houses painted yellow, turquoise, purple, mint green, & pink**
- **Kids on street who are homeless and no parents**
- **Lunch biggest meal of the day**
- **Don't live by the clock (see p. 139)**
- **Santa looks different**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

- *Discuss the story
 - clarify confusion, revisiting parts of the text that posed problems for readers
 - acknowledge partially correct responses, seeking to understand students' perspectives
- *Connect discussion to the teaching point and/or a comprehension strategy (see above)
- **Surprise ending that Tia Lola is Santa**
- **Miguel asks that Tia Lola comes back with them. He is afraid that she is going to want to stay at the island.**

Assignment:

Read Ch. 9

Write: Letter to teacher with title, author, genre, summary, why you did or didn't like this book.