

Reading Level: Grades K-1

Subject: Social Studies

Materials

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- author's purpose activity reproducible (optional) (p. 4 of this guide)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.8:** Identify the reasons an author gives to support points in a text.

Targeted Reading Strategy

Determine the author's purpose.

Academic vocabulary: country, south, deserts, volcanoes, oceans, cactuses, villages, history, tacos

High-frequency words: it, is, of, the, in, has, big, two, they, have, most, live, long, for, once, were, years, some, eat, be

Before Reading

Build Background Knowledge

- Show students a map of North America and point to Mexico. Ask students if they know what country it is. Explain that North America is a continent and that the United States of America is in North America. Explain that Canada is also another country in North America. Show the students where these countries are, and then ask them if they know what the other country is called. Wait for answers, and then explain it is the country of Mexico. Ask if anyone has been to Mexico or if anyone's family is from Mexico. Have the students think about whether or not they think the weather would be cold or hot and why.
- Pass out books, guide children to the front and back covers, and read the title. Have students discuss what they see on the covers. Encourage students to discuss the information on the title page.
- Preview the table of contents. Remind them that the table of contents gives an overview of what is to come in the book. Ask the students if they can tell you what they think they will learn based on the table of contents.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out the word we don't know. We need to read before and after it. Sometimes we need to read more than one sentence for clues. Model reading a page out loud using this reading strategy for the students. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Explain to students that authors have a purpose, or reason, for what they write. On chart paper or the whiteboard, create three columns and label them Inform, Entertain, and Persuade. Read each of these words to the students, and then explain that to inform means to provide information about a topic, to entertain means to amuse and tell a story about something, and to persuade means to try to convince someone to act or feel a certain way about something. Explain to the students that authors can write for more than one purpose. For example, an article about eating vegetables may not only tell the health benefits but may also try to convince people not to eat meat anymore.

Think-aloud: *As I read this book, I am going to think about what the author is trying to tell me. I am going to ask questions in my head to help me make a good decision about the author's purpose. I can ask questions about whether or not I am learning new information or if I am laughing a lot or if I am being convinced about something. These kinds of questions will help determine what the author's purpose is. I can write down some of my questions on my sticky notes if I want as I am reading, and as I figure out some answers or figure out the author's purpose, I can jot it down as well.*

- Remind students that as they read to stop at every couple of pages and to think about what they have read. They may want to jot down questions and answers on a sticky note or in their notebook to help determine the author's purpose.

During Reading

Check for Understanding

- Have students read through page 12 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or subvocalizing so they can read at their own pace.
- Model targeted skill with a think-aloud.

Think-aloud: *So far, I have read a lot of interesting information about the country of Mexico. It appears that the author is describing the country to us and providing us with a lot of really important information about Mexico. Would you all agree that the author's purpose for this book is to provide information?*

- Then explain to the students that for the remainder of the book, you want them to take this one step further and look a little more closely at the words the author uses to tell about Mexico. Have students finish the book.

After Reading

Response to Text

- Have students work in small groups to discuss the author's purpose. Have them discuss the following questions: What does the author want me to remember about Mexico? How do the words and photographs make me feel about Mexico? Do you think the author had more than one purpose for writing this book? Why or why not?

Think-aloud: *I noticed that the author talked about the animals, different places, foods, and things to do in Mexico. He made me feel as if I were there. I thought about his words, and I noticed the photographs as well. I think he wanted readers to visit Mexico and to also love the country and its beauty. I feel he had more than one reason for writing this book.*

Word Work

- Write these words on the board, and read them out loud with the students: Mexico, big, in, it, is, live, villages. Ask students what common vowel sound all the words have. Tell them that they all have the short /i/ sound. Have the students think of other short /i/ words. Write the words on the board, and have students create the words with magnetic letters as they say them with you. Then have students look in their books to see if they can find any more short /i/ words. Students should write down the words they find on a piece of paper until the class is ready to share.

Extension Activity

- Have students complete the author's purpose activity reproducible (p. 4 of this guide).

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!



Name: _____

Let's Explore Mexico Activity

Write the author's purpose on the line to complete the sentence. Then choose three examples from the book that prove this was the author's purpose.

The author's purpose for writing this book is to _____
the reader.

Reason #1: _____

Reason #2: _____

Reason #3: _____

