

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
- question activity handout (optional) (p. 3 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.

Targeted Reading Strategy

Ask and answer questions to clarify the meaning of the text and to learn the meaning of new words and phrases.

Academic vocabulary: country, island, manatees, crop, plantains, forests, weather, beaches

High-frequency words: an, is, are, has, the, in, go, to, do, be from, how, on, like

Before Reading

Build Background Knowledge

- Show students the front cover of the book and read the title. Ask them what they think the book will be about. Then have them think about why the author might have written this book. Have them think about the who, what, when, where, why, and how questions they may ask as they read. They should be thinking about these six questions while they take a book walk.
- Review the title page, table of contents, picture glossary, and index. Talk about the information found in each of these locations.
- 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. Sometimes we need to read more than one sentence for clues. With this strategy, model reading a page out loud for the students. 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

- Tell students that as they read, they will be thinking about the six questions and any other important questions they can think of that will help them better understand the book. They can also use the pictures in the book to help them think of questions.
- Explain to the students that as they read today, their job is to ask and answer questions to clarify the meaning of the text and to solve for unknown words.

Think-aloud: *As I read, I always ask myself questions to make sure I understand the author's purpose. For example, I have a couple of questions about what I read on pages 4-7. One question that comes to mind is, What does it mean to be an island? Another question I have is, Why are the summers rainy? Can you think of another important question you might need answered from these pages?*

- Remind students to look at the photos and think about what they are trying to tell us. These photographs help connect the words and the meaning from the author. Also, remind students to read the captions for extra information that the author wants readers to know.

During Reading

Check for Understanding

- Guide reading by asking students to 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 with questioning strategies to clarify the meaning of the text and to learn the meaning of new words and phrases with a think-aloud.
- Point out that asking these questions will also help focus attention to unknown or tricky words. Using the photos and asking questions about them may help as well.
- Have students finish reading the rest of the book. Remind them to continue asking these six questions to clarify the meaning of the text, words, and phrases.

After Reading

Response to Text

- After students have finished reading, begin a discussion of the book using questions like these: *What else did you learn about Cuba? Did it remind you of where you live? What was the same, and what was different?*

Think-aloud: *As I read informational text, it is important to understand the meaning of the text. When I ask the six questions and other questions about the reading, and answer these questions as I read, the meaning is clearer. I learned a lot about Cuba that I did not know before because I paid attention to the details as I read. I learned that there are different kinds of places to visit. I also learned about the climate and some of the foods Cubans grow and eat.*

Word Work

- Have students use lined paper or dry-erase boards to make word ladders with high-frequency words.
- Students are given one word to start with. Use words from the high-frequency word list given at the beginning of the lesson. Students can play with another student or individually. They must take turns changing one letter of the word to make a new word. They should try to create at least four new words.
 - Example: *fun - > sun - > son - > sin - > sit - > hit*

Extension Activity

- Have students complete the question activity handout (p. 3 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 Cuba Activity

Write down some of the questions that helped you understand the meaning of the book. Then answer them on your paper and tell where you found your answer. Did the illustration help you or another text feature help you? Explain. Share these with your peers.

<p>What is a question you had about Cuba's weather?</p> <p>What is your answer?</p> <p>Where did you find the answer? Did any text features help you?</p>	<p>What is a question you had about animals in Cuba?</p> <p>What is your answer?</p> <p>Where did you find the answer? Did any text features help you?</p>
<p>What is a question you had about why people visit Cuba?</p> <p>What is your answer?</p> <p>Where did you find the answer? Did any text features help you?</p>	<p>What is a question you had about the food people eat in Cuba?</p> <p>What is your answer?</p> <p>Where did you find the answer? Did any text features help you?</p>