

READING ACTIVITIES

Nacho and Lolita by Pam Munoz Ryan

PRE READING-DURING READING- POST READING

“Pop Up” Questions/Predictions

Taking the time to preview and “walk” through a text before reading it is an important skill for students to develop. As they preview the text, explicitly teaching them to become aware of the questions that “pop up” into their heads, will also lead to better comprehension of the material.

The teacher will: (Pre Reading)

- take the book *Nacho and Lolita* and begin to scan the structure, pictures and text features on each page.
- begin to discuss the setting and characters of the book with the class. As the students listen, the teacher will begin to ask if there are questions “popping up” in their minds, reminding them that “Good Readers” always preview the material they are to read and ask questions and make predictions in their heads.
- continue to ask the students to share the questions and predictions that are “popping up” inside their heads. The teacher will construct a class chart (see attached “Pop Up” sheet) of the questions/predictions.
- Tell students that they will be revisiting and answering their “Pop Up questions/predictions” as they read the story today.

The teacher: (During Reading)

- stops at least twice during the reading of the book to generate more questions and predictions as they “pop up” in the students heads.

The teacher will: (Post Reading)

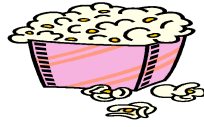
- reflect on the story with the class, clarifying for enhanced comprehension
- return to the “pop up question/predictions” chart and fill out the answer side of the chart for the questions and the yes/no column for predictions that either were correct or not. (see attached)
- discuss with class how asking questions and making predictions in their head, before and during the reading, increase their comprehension of the story.

OREGON READING STANDARDS ADDRESSED BY “POP UP QUESTIONS”:

- Make and confirm predictions about text using ideas presented in the text itself.
- Predict probable future outcomes or actions.
- Predict future outcomes supported by the text.
- Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.

Materials:

- Copy of book *Nacho and Lolita*
- Chart paper and markers
- Or individual copies of “Pop Up Questions/Predictions” work sheet for class or groups



"Pop Up" Questions/Predictions

"Good Readers" always look over text before they read. When they do that, they have questions and predictions "pop up" in their head. These questions and predictions help the brain in two ways. They help the brain get ready to read as well as understand what it reads.

Use the chart below to record the "pop up questions and predictions" that "pop up" in your brain before, during, and after you read.
Happy Reading!

	?	ANSWERS	PREDICTIONS	YES/NO
<u>Pre</u> Reading Before Reading				
<u>During</u> Reading				
<u>Post</u> Reading After Reading				

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POST READING

Evaluating Story Elements

Students are often able to tell us many elements of a story. Characters, setting and plot are often the easiest and while theme is a more difficult concept. The following activity encourages students to reflect and think on a higher level about all the elements of a story.

The teacher will:

- Use the following format (see below- Evaluating Story Elements) to compile information from the class, or have the students complete individually or in groups.

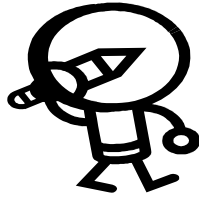
OREGON READING STANDARDS ADDRESSED BY EVALUATING STORY ELEMENTS

:

- Identify the main idea of a passage when it is not explicitly stated.
- Use knowledge of the situation, setting, character traits, and motivations to determine the causes for that character's actions.
- Identify the theme, understanding that theme refers to the lesson, moral or meaning of a selection, whether it is implied or stated directly.
- Draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge.

Materials:

- Copy of book *Nacho and Lolita*
- Chart paper and markers
- Or individual copies of "Evaluating Story Elements" work sheet for class or groups



Evaluating Story Elements

Title of Book: _____

STORY ELEMENTS	YES/NO	REASONS WHY
Characters: *Are the characters believable?		
Setting: *Does the setting seem real?		
Plot: *Is the plot interesting?		
Theme: *Is the theme easy to understand?		