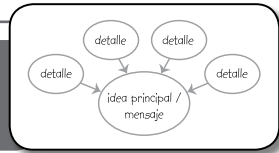




COPIÓN

Level: A



Comprehension Strategy: Identifying Main Idea/Theme (Identificar la idea principal / el mensaje)

Common Core Reading Standards

Foundational Skills: 3c, 4

Literature: 6, 10

SLAR Texas Essential Knowledge and Skills

Reading/Beginning Reading Skills/Print Awareness: K.1(F), K.1(G), 1.1(E), 1.1(F)

Reading/Beginning Reading Skills/Phonics: K.3(C), K.3(H), 1.3(C), 1.3(E), 1.3(J)

Reading/Beginning Reading/Strategies: K.4(B), 1.4(C)

Reading/Fluency: 1.5(A)

Reading/Vocabulary Development: K.5(B)

Reading/Comprehension of Literary Text/Theme and Genre: K.6(A)

Reading/Comprehension of Literary Text/Fiction: K.8(B), 1.9(B)

Reading/Comprehension of Text/Independent Reading: 1.12(A)

Listening and Speaking: K.21(B), K.22(A), 1.28(A)

Phoneme Awareness: Phoneme Isolation

Phonics: Consonant Tt

Reading Vocabulary: *trepo, también, persiga, salto, corro, copión*

Fluency: Conveying Emotion and Meaning

BEFORE Reading

Prereading Strategy → Activating Prior Knowledge

- Introduce the book by reading the title aloud. Point out the author and illustrator. Explain that the illustrator helps the author tell the story through art.
- Invite children to discuss what they know about cats and how they behave.

Introduce the Comprehension Strategy

- Point to the **Identificar la idea principal / el mensaje** visual on the inside front cover of the book. Say: *Hoy vamos a deducir la idea principal del cuento. La idea principal del cuento es algo que el autor quiere que aprendan.*
- Draw a web on the board. Label the center circle *Idea principal*. Label the outer circles *Detalle*. Say: *Para poder deducir o identificar la idea principal, tenemos que pensar primero en los detalles del cuento. Los detalles son pistas que nos llevan a la idea principal. Vamos a trabajar juntos para añadir detalles del cuento a la gráfica.*
- With children, use the front cover illustrations and title to gather details about the story. Add one or two details to the outer circles.
- Explain that you will work together to add more details to the web after everyone has read the story.
- Say: *Los buenos lectores identifican la idea principal o el mensaje de un cuento porque eso los ayuda a comprender lo que el autor quiere que aprendan.* Ask children to look for details in the story they will read to help them figure out the main idea.

DURING Reading

Apply the Comprehension Strategy

- Distribute copies of the book *Capión* and have children read aloud independently. Encourage children to point to each word as they read.
- When children reach the end of pages 5, 7, and 11, lead them in discussing and answering the following questions to monitor their understanding of the text.

Page 5 Say: *¿Cómo ayuda el ilustrador a contar el cuento en las páginas 4 y 5?*

Page 7 Say: *¿Qué cosas son capaces de hacer ambos gatos?*

Page 11 Say: *¿Por qué le dice "copión" el gato negro al gato anaranjado? ¿Qué pistas o detalles del cuento les hacen pensarlo?*

AFTER Reading

Review the Comprehension Strategy

- Say: *Ya leyeron el libro. Ahora piensen en los detalles. Vamos a escribirlos en la gráfica. Después vamos a usar estos detalles para identificar la idea principal del cuento. ¿Qué detalles debo incluir en la gráfica?*
- Model how to identify the main idea. With children, revisit the story details you wrote on the board.

Modeling Example Say: *Voy a usar estos detalles para identificar la idea principal del cuento. Write under Detalle: El gato negro puede hacer todo lo que hace el gato anaranjado: trepar, sentarse, perseguir y saltar. El gato negro es un copión. Los dos gatos se escapan del perro, y el gato negro le dice "copión" al gato anaranjado. Write under Idea principal: Los dos gatos son copiones porque los dos hacen lo mismo.*

- Remind children that good readers identify the main idea by using the details as clues. Then encourage children to identify the main idea when they read other books during their independent reading time.



WRITING CONNECTION: Ask children to add new pages to the book.

Have them write a speech bubble for the cats using the pattern:

Yo _____. Yo también.