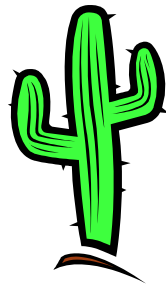


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## Cactus Hotel

**Introduction:** Students will practice their listening and speaking skills by making predictions through looking at the pictures from the book Cactus Hotel by Brenda Guiberson.

**Grade:** 3<sup>rd</sup> Bilingual/ESL Programs

**Subject:** Language Arts/Reading

**Behavioral Objectives:**

Students will improve their reading comprehension skills by making predictions.

**State Standards:** RF-3 Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction

PO 3 predict events, actions, and behaviors using prior knowledge and/or details to comprehend a reading selection.

**Anticipatory set:**

1. Ask students for their attention and begin discussion by asking them what they know about cactus.
2. Listen to student's responses
3. Ask students if they have ever eaten any type of cacti
4. Offer students a sample of prickly pear salsa
5. Serve students and start picture walk

**Teacher Input:**

1. Teacher will start a discussion about what a saguaro cactus is to see what the current knowledge is in the area.
2. Introduce picture book: Cactus Hotel by Brenda Guiberson.

Script:

Teacher: Does anyone know what a cactus is?

Students: No! (Some may say yes. Teacher will listen to all responses and reinforce correct ones).

Teacher: for today's lesson, we are going to focus on the saguaro cactus.

Teacher: has anyone seen one in the Arizona desert?

Student: yes. It's tall and prickly.

Teacher: many saguaro have holes in them, does anyone know why?

Student: maybe someone tried to cut it down.

Teacher: the book is called Cactus Hotel. Do you know what a hotel is?

Student: a hotel is where people stay during their vacation.

Teacher: what do you think lives in a cactus hotel?

Student: animals

Teacher: do you think the animals make the holes?

Student: yes

Teacher: Well, let's go ahead and get started on a picture walk to see what we find out about the saguaro cactus.

3. Ask students to make predictions about the story. Include story elements such as: Who will be in the story? Where does the story take place?

What will happen in the story?

4. Give directions for conducting a picture walk. Students will take turns reading the pictures in their native language. Encourage students to volunteer to read the pictures in their second language.

5. Divide students in pairs. Ask pairs to take turns retelling the story to each other.

6. Teacher will read Hotel Cacto and Cactus Hotel to students.

**Modeling the behavior:**

Teacher will make predictions based on pictures to demonstrate this strategy.

**Check for comprehension:**

1. Teacher will call on students to summarize the story.
2. Students will retell story in sequential order. Ask students to identify one plant and one animal in the story.
3. Students take turns stating their plant and animal.

**Guided practice:**

1. Teacher will elicit responses from students and give examples of predictions based on first few pages of book.
2. Allow students to discuss predictions with a partner.

**Closure:**

Students will review the reading strategies presented in this lesson to help students develop better reading comprehension.

**Independent practice:**

1. Allow students to discuss predictions with a partner.
2. Ask pairs to take turns retelling a portion of the story in sequential order.

**Assessment:**

1. Participation in reviewing the standards, making predictions, reading the pictures, and discussing the story.
2. Correctly naming examples of plants and animals.

**Materials:**

1. Cactus Hotel by Brenda Guiberson
2. Hotel Cacto by Brenda Guiberson
3. Prickly pear salsa
4. Plates
5. Tortilla Chips

**Modifications for students with disabilities:**

1. Allowing them to respond in language they feel most comfortable speaking.

**Technology integration:****Mechanics:****Overall lesson plan evaluation:**