

TEACHER READING GUIDE

Amigo

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Essential Question: How does knowing how a character's feelings change help me understand and explain the moral, or lesson, of the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Narrative Fiction

Themes/Topics: Friendship, Acceptance, Cultural Understanding

Lexile: AD420L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.1.F.1.2 (a)

Phoneme Segmentation

Vocabulary

ELA.1.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.1.R.1.1; ELA.1.R.1.2

Identify and explain the moral of a story.

BUILDING BACKGROUND

Engage students in a conversation about bilinguality to build background and excitement for reading the story.

- Someone who is *bilingual* can speak and understand two languages.
- Do you know anyone who speaks more than one language? If so, what languages do they speak?
- Why might it be helpful to speak more than one language?
- Do you know any words or phrases in another language?
- Explain that you are going to read a story where one of the characters is bilingual and speaks Spanish and English.
- Teach students Spanish words they will encounter in the story, such as *hola* (*hello*), *fútbol* (*soccer*), and *amigo* (*friend*).

STUDENT LEARNING TARGETS

Today I am:
exploring how the feelings or actions of a character change in a story.

So that I can:
identify the important moral, or lesson, the author wants me to learn.

WORD WORK – PHONEME SEGMENTATION

ELA.1.F.1.2: Demonstrate phonological awareness.

- a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.

Students will practice orally segmenting words from the text that contain two, three, and four phonemes. Draw a simple soccer net on the board or on chart paper.

- Say, “Today, we are going to practice stretching out the sounds in words from our story, *Amigo*. Pay close attention to all the sounds you hear in the word as we stretch them. I am going to say a word, and then I am going to slowly say each sound I hear in the word. As I say each sound, I will push a finger up in the air and pretend that I am pushing the sound into a soccer net to make a goal. I will show you how to do this.”
- **I Do:** Say, “The first word is *met*. I am going to stretch the sounds in this word and pretend to push the sounds into a soccer net as I say each sound—/m/ /e/ /t/.” Hold up one finger for each sound, and push your finger into the soccer net as you say each one. “I made three goals and have three fingers in the air, so I know there are three sounds in the word *met*.”
- **We Do:** Say, “Now it’s your turn. Say the sounds with me, and we will push the sounds into the net for each sound we hear—/m/ /e/ /t/.” Students will push a finger in the air toward the net as they say each phoneme.
- Continue practicing with *let*, *fun*, *say*, and the challenge words *play* and *speak*.
- **You Do:** Students will practice segmenting the sounds of *get*, *try*, and *but* as well as the challenge word *great* on their own or with an *amigo*.
- Use the printable soccer balls and net on the last page of this guide to continue practicing oral segmentation of words during small-group instruction.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



culture: **Culture** describes the ideas, language, and traditions that a group of people share. In Charlie’s **culture**, they call the sport *soccer*, and in Tony’s **culture**, they call it *fútbol*.



acceptance: **Acceptance** describes welcoming someone as they are, even if they might be different from you. Charlie and Tony show **acceptance** for each other, even when they don’t always speak the same language.



bilingual: If someone is **bilingual**, they can speak and understand two languages. Tony is **bilingual** because he can speak and understand both Spanish and English.



respect: When you **respect** someone, your attitude shows that you think very highly of their thoughts and ideas. Charlie shows **respect** to Tony when he scores a goal and tells him he’s the coolest bird he knows.

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Vocabulary Extension Activity

Ask text-to-self questions surrounding new vocabulary to provide students with opportunities to actively engage with new words and process their meaning. Model how to respond to questions using the target word, then ask students to respond. For example:

- In Tony and Charlie’s **culture**, they play *fútbol*, or soccer. What is an activity that is special to the **culture** of your home or family?
- Model a response using the sentence stem, “In my **culture**, ...”
- Ask students to respond to the prompt using the same sentence stem.

Quick Tip

If there are limited Tier 2 words, concentrate on teaching overarching concepts of the text during explicit vocabulary instruction.

READ FOR MEANING – IDENTIFY AND EXPLAIN THE MORAL OF A STORY

- ELA.1.R.1.2: Identify and explain the moral of a story.
- ELA.1.R.1.1: Identify and describe the main story elements in a story.
- ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.



Before:

- A **moral** is the lesson that readers can learn from a story. Authors use morals in their stories to teach important life lessons about choices and the consequences or results of our choices. Provide an example of a familiar story and its moral.
- Explain that not all stories have morals, and sometimes authors write stories entirely to entertain readers. Provide an example of a familiar text without a moral.
- Engage students in a conversation about changing your mind about something and how it can help you learn an important lesson. Provide an example like, *“When I was your age, I didn’t like broccoli because I thought it smelled funny. But guess what? I tried one piece, and it was delicious! I learned that it’s important to be brave and try new foods because they might surprise you with how good they taste!”*
 - Ask students to share their experiences and the lessons they learned after changing their minds. You can scaffold their thinking with topics such as:
 - Eating a new food you thought you wouldn’t like, but now you love it
 - Being scared to try something new, but then trying it and realizing that it’s not so scary after all
- Explain that the main character’s feelings change throughout the story, and he learns a lesson from his changing feelings. Students will describe the main character’s feelings in three parts of the story to determine the moral, or lesson, the author wants readers to learn.



During:

Use chart paper to record *Charlie’s actions and feelings* in the left column, the *evidence for the feelings* in the center column, and *what causes the character to act or feel this way* in the right column.

Character’s Actions and Feelings	I Know This Because ...	Why Does the Character Act or Feel This Way?
Beginning		
Middle		
End		

What important moral or lesson does Charlie learn from his changing feelings about Tony?

READ FOR MEANING – IDENTIFY AND EXPLAIN THE MORAL OF A STORY



Beginning

Pause after reading p. 7 to complete the section of the chart labeled *Beginning*. Use the following prompts to guide your discussion.

- Reread the sentences, “Do you mean soccer? Get it right, bro!” Model appropriate prosody. Ask students to echo read the phrase with the same inflection and expression.
- Based on Charlie’s tone of voice when he speaks to Tony, what words describe how he feels toward him? (*angry, frustrated*)
- Based on his facial expression, what other words describe how Charlie feels toward Tony on p. 7? How do you know? (*annoyed, upset*)
- Why do you think Charlie feels this way toward Tony?
- If you were Charlie, how do you think you would feel toward Tony? Why?
- What would you say to a person if you saw them acting this way toward one of your classmates?

Middle

Pause after reading p. 13 to complete the section of the chart labeled *Middle*. Use the following prompts to guide your discussion.

- Tony speaks two languages, and Charlie speaks one language. Do you think it’s easy or hard to learn a new language? Why do you think that?
- Charlie says that he feels silly when he tries to speak Spanish. What other words describe how he feels toward Tony? (*nervous, shy*)
- Why do you think Charlie feels this way?
- Share a time you tried to learn something new. How did you feel?
- At the beginning of the story, Charlie is upset that Tony is speaking Spanish. How have his feelings changed?

End

Pause after reading p. 22 to complete the section of the chart labeled *End*. Use the following prompts to guide your discussion.

- What words describe how Charlie feels about Tony at the end of the story? (*respectful, accepting, friendly*)
- How does Charlie show Tony how he feels?
- Why does Charlie feel this way about Tony at the end of the story?
- If you could go back to the beginning of the story and give Charlie advice, what would you say to him?



After:

Identify and Explain the Moral

Using the recorded answers from the chart, review how Charlie feels toward Tony in the beginning, middle, and end of the story. Discuss the following:

- How does Charlie realize that he and Tony are similar, even if they don’t always speak the same language?
- What important moral, or lesson, does Charlie learn from his changing feelings about Tony? (*Write the moral on the chart.*)
- How do Charlie’s changing feelings about Tony help him learn this moral?
- Why is this moral important for all people to learn?
- Why do you think the author wants to teach this moral to readers?

READ FOR MEANING – IDENTIFY AND EXPLAIN THE MORAL OF A STORY



Writing Activity: Engage students in a shared writing activity to write a paragraph that identifies the moral of the story. Then use details gathered in the chart to explain how Charlie's changing feelings support the moral the author wants readers to learn. Use the sentence stems below to guide shared writing.

The moral of this story is ...

In the beginning, ...

Then ...

In the end, ...

This is an important lesson to learn because ...

Writing Extension Activity: Students will create drawings depicting the beginning, middle, and end of the story, illustrating how Charlie's feelings toward Tony change as the story progresses. Under each drawing, they will write a word from the chart that describes Charlie's feelings, such as *angry*, *nervous*, or *friendly*.

Cross-Curricular Connection

This text reinforces the Florida Civics and Government Standard **SS.1.CL.2.2**. Students can identify how Charlie and Tony demonstrate characteristics of responsible citizenship.

