Congratulations on your purchase of the Really Good Stuff® Spanish Reading Comprehension Flip Chart, a versatile and complete set of graphic organizers that develops the reading comprehension skills of Spanish speakers.

This product includes:
• Spanish Reading Comprehension Flip Chart
• This Really Good Stuff® Teaching Guide

This is the Spanish version of the Reading Comprehension Flip Chart, which received the 2011 Learning® magazine Teachers’ Choice AwardSM for the Classroom.

While focusing on the mechanical aspects of reading, early readers often struggle to remember what they’ve read and to understand the big picture. Recognizing the significance of a scene, a character, or a story’s main ideas makes reading a more fulfilling, personal experience and helps children practice critical thinking. Reading comprehension is a skill that challenges many students throughout their education. The Spanish Reading Comprehension Flip Chart is designed to help these students—and visual learners in general—get the big picture.

Importance of Reading Comprehension: The Home Connection
Studies show that children who read more and at a younger age excel throughout their education and have much larger vocabularies that grow year by year. Children who read with understanding benefit in many skill areas from books they read for pleasure as well as from their assigned reading. Encourage students to seek out reading materials that appeal to them, and encourage parents/guardians to take an interest in their children’s reading by accompanying them to the library, discussing their reading with them, and reading along with them.

By mapping out literature in various formats, students learn to glean meaning and enjoyment from the events in a story, poem, or nonfiction piece. They recognize the parts of a story and acquire important terminology for discussing literary elements. They also increase their vocabularies and oral and written language skills. In the following pages we provide suggestions for starting discussions.

The focus of this guide is comprehension of fiction and nonfiction, and response to literature. However, we encourage you to find creative applications for the graphic organizers across the curriculum.

Instructional Goals
The Spanish Reading Comprehension Flip Chart helps your students meet common state language arts standards, including:
• gathering and synthesizing information
• applying comprehension strategies
• acquiring vocabulary to discuss their reading
• questioning and critiquing what they’ve read
• making inferences and predictions based on their reading, and making up their own stories.

Building Context
In addition to helping students internalize and organize information, graphic organizers pinpoint aspects of reading material that excite students or inspire them to write. For example, a character in a story might have a similar home life to that of a character in another story or even of the reader. Sometimes students won’t notice these similarities until they see them organized on paper.

Help relate the stories and characters to the students’ own experiences. Allow students to “feel” story settings through tangible examples, such as period attire or weather, and document these examples on the pages of the Flip Chart.

Ask students to describe their emotional response to the reading. Encourage them to be specific as they explain how the writing evoked their feelings.

Introducing the Spanish Reading Comprehension Flip Chart
Always begin using a new organizer with an interactive demonstration on the Flip Chart. After reading a book, poem, song, or other piece of literature, ask for the group’s input as you fill in graphic organizers to highlight story elements you want to explore.

After your students have had plenty of practice with the organizers in the supportive setting of a group demonstration, provide students with copies of the organizer (pages 0 to 24) and allow students opportunities to respond to their reading using organizers in their homework or in small-group or center activities.

Use the organizers as springboards for writing. Following demonstration and independent center time, have students compile lists and other descriptions from their organizers into paragraphs, book reports, personal essays, critiques, or original stories.

Managing the Spanish Reading Comprehension Flip Chart
• In advance of your demonstration, photocopy the included reproducible organizers for distribution as class work or homework.
• If you decide to change or fill in headings before photocopying graphic organizers for the students, remember to set aside clean copies of all reproducibles.
• You can laminate copies of the organizers and provide them, along with reading materials and dry erase pens, as a simple reading comprehension center activity.
• When using the game at a literacy center, demonstrate how to store the game parts and tidy the center when the activity is complete.
Small-Group Demonstration
In this sample demonstration, the Teje la telaraña ("Weave a Web") graphic organizer provides a helpful setting for recording information that can be sorted into categories. It also includes the kind of dialogue that could accompany filling out any of the graphic organizers with a small group.

Materials: Flip Chart open to Teje la telaraña, Dry Erase Pen
1. Talk about what you plan to record on the graphic organizer such as “Lo que aprendimos de los lobos,” from a book read in class. Tell the group you will be brainstorming together.
2. An student observes, write the word Lobos in the middle circle of the graphic organizer.
3. Say, “Hemos en los hechos que hemos aprendido acerca de los lobos. ¿Qué sabemos acerca de dónde viven los lobos?” As students respond with, for example, facts about the wolf’s habitat, fill in a bubble with the information, using the students’ words.
4. When a student brings up another type of fact, such as “Los lobos viven en jaurías,” point out that this belongs to a new category and so you will start filling in a new bubble.
5. Ask students for other facts about the new category. Have them help you name the bubble, for example, “Jaurías,” and complete the new bubble with additional facts the students provide about wolf packs.
6. Continue by filling in the remaining bubbles with fact categories that students offer.
7. When the web is complete, review the information. Discuss and make a list of any vocabulary that was challenging for students. Review these words later in the week.
8. Optional: Transfer the information from the web into an organized one-page essay. Have students help you title the essay, for example, “La vida de los lobos.”

Independent/Center Work:
Extend your small-group work into centers, using the same organizers in reproducible form.

Materials: Student copies of the graphic organizer, pencil, crayons
1. After you have demonstrated how to use the Teje la telaraña graphic organizer, distribute student copies of the Teje la telaraña Reproducible.
2. Allow students to fill in the web independently as a follow-up to any nonfiction book or video presentation. They can use text, pictures, or a combination of both, depending on the level of challenge you deem appropriate. This activity will help them retain what they have learned and better understand how most factual information fits into categories.
3. Have students record new words they encountered in their reading and look up their definitions.
4. Adapt the now-familiar format of the Teje la telaraña graphic organizer to any type of brainstorming or organized recording activity. See page 5 for an example of how to record a story’s themes on this organizer.
Plan a story. Even brainstorm a rhyming poem.

Draw and describe the parts of a story.

A story map benefits visual learners at almost any reading level.

The Mapa narrativo (con detalles) ("Story Map with Details") is a more specific guide for story description. Students organize story elements in categories laid out in a list format. This organizer asks students for specific details about a story they’ve read, therefore, it also makes a wonderful brainstorming tool when students plan stories they’re writing.

Students can use the more detailed Mapa narrativo to get clarity on the setting(s) of a story, the main character(s), the primary conflict, problem, or situation and how it is resolved, and details relevant to the main idea of the story. (For more on main idea and details, see page 4.)

Alternatively, the student can design an original story map that includes whatever literary elements seem important for the reading material. Other categories might include theme(s), character details, sequence of events, etc.

Summarization is part of the standards and is a useful communication skill. Though summarizing may seem simple, it takes practice to be both general and accurate in describing events.

Early-level students can use pictures combined with words to synthesize a story’s plot on the Storyboard. (The literal translation is “guión gráfico”; however, the borrowed English term “storyboard” is commonly used.) With equal emphasis on graphic and written summarization, the Storyboard includes a place to draw four important scenes from the story and write descriptive text beneath. Each piece of descriptive text can be a short sentence.
Illustrate a scene, and describe it in words.

Summarize the parts of a story in your own words.

Describe the details that feed the main idea of a story.

Draw/describe highlights of a character's life or your own.

This organizer can also be a timeline that describes the highlights of someone else's life, biografía, or one's own life events, autobiografía. (For more on biography and autobiography, see Character Analysis, page 5).

Fotó instantánea ("Snapshot") also provides a place for readers to describe a story through words and drawings. Students can show one scene or event from the story, a chapter, or a full plot summary. There is room for them to write a phrase, a sentence, or a short paragraph and, optionally, a list of describing words from the reading that go with the scene. Using Resumen de la trama ("Plot Summary"), they practice writing paragraphs and recording information in chronological order.

Often, story-mapping activities provide the makings of a rough draft for a book report. By describing the parts of a story or each of its chapters on a graphic organizer, students gain increased clarity about the meaning of the story and a better focus on its most important aspects. Plus, they practice writing paragraphs and recording information in chronological order.

Main Idea and Details

The most important aspect of a story for a student to understand is its main idea. This can be the story's most important message or a very general description of the plot. Using Idea principal y detalles ("Main Idea and Details"), show students how the main idea of a story grows out of the details sprinkled throughout its scenes.

Discuss the story as a group and decide on its main idea. Have students help identify at least two details from the story that contribute to this main idea. For students who are able, have them independently fill in additional details on their reproducibles. The main idea and each detail should be a short sentence.
Describe a character from a story, putting the information in different sections.

Brainstorm and record a story’s ideas and themes.

Afterward, come together and share the details. Discuss how the details fit in with the main idea of the story.

Use this organizer to explore how any theme or statement can be supported by details. As a follow-up activity, have each student brainstorm a statement of fact or opinion and list details that back it up. This exercise helps with the reading comprehension, critical thinking, and expository writing skills that they’ll need in the intermediate grades.

In addition to a main idea or a message in a story, through discussion students can discover many themes. Most often a story has more than one theme, and brainstorming is a great way to discover more themes. Record the themes on Teje la telaraña.

Character Analysis
Characters drive a story, especially in children’s literature. Details about each character, and particularly the main character, often hold great relevance to the plot. For readers to understand a story and its meaning(s), they need to understand the characters and what motivates them. Character development serves a dual purpose of helping to tell the story and making the character interesting, believable, and relatable.

Students can make a word portrait of a character that includes the character’s interests, strengths and weaknesses, family, friends, etc. using Retrato de personaje (“Character Portrait”). Then, students can make their own character self-portraits.
Another aspect of character development that can be explored on a graphic organizer is a character’s family tree, or árbol genealógico. Follow up by having students fill out their own family trees. Creating family trees can bring up sensitive feelings for children or privacy issues for families, so make this an optional activity.

Comparing and contrasting characters is also a helpful comprehension exercise. For example, if one character, Violet, enjoys swimming in the ocean might seem minor, but a comparison of details provided early in the story shows that this hobby might prove useful, because James, the other main character, is not so comfortable swimming in the ocean.

After looking at the two characters side by side, what prediction can be made?

Quizás Violeta ayude a Jaime. (Perhaps Violeta will help Jaime in the ocean.)

Plot Analysis
Explore how story events progress and how they’re resolved. Students build interest in reading as they begin to notice signs of what’s to come, or pronosticar (“foreshadowing”).

Make predictions based on clues or foreshadowing and write the predictions on the Tabla de predicciones (“Prediction Chart”). Record the title and author along with the clue(s) that led to one or more predictions. Later, record what actually happened. Discuss whether the predictions were correct. If not, talk about the missed clues or clues that came later.

This table is a good format for a lesson on the reading comprehension strategy of inference: Making informed guesses based on clues. Predictions are based on inferences readers make from clues found in the text, as well as on what the author directly states.

As homework, students can use Tabla de predicciones in their reading and for other story formats, such as plays, movies, and television shows. They’ll start to notice patterns in the way stories often provide clues. They may grow to appreciate less predictable stories—after all, who doesn’t love to be surprised?

Recognizing a chain of events is an important critical thinking skill that can help students learn from their mistakes and resolve conflicts. Fill in the links of the first chain on Cadena de eventos, describing a series of events in a story that led to a negative end result. Discuss what the character(s) could have done differently to achieve a better result.

Have students use the second chain to explore a sequence of personal events that took place at home, at school, or in their community.
Put a positive flip on this activity. Fill in a chain of events that has a positive end result. For example, talk about how doing good deeds has a domino effect in society.

A standard reading comprehension strategy in English is the K-W-L chart. K-W-L stands for Know—Want to Know—Learn. In Spanish we call this Tabla S-Q-A, which stands for Lo que Sé—Lo que Quiero saber—Lo que Aprendí. Before reading a book or beginning a new chapter, discuss content comprehension goals. In reading nonfiction, what factual information does the reader want to obtain?

For use with comprehending fiction, Tabla S-Q-A provides a pause in which students can express what intrigues them about the story, or perhaps a plot point that is confusing. The Tabla de predicciones can provide validation for a student’s questions. It’s also a reminder of what students learned and a record of information they can compile in a follow-up writing activity.

A story’s plot often turns on a problem, conflict, limitation, or misunderstanding, as discussed earlier. (See Story Mapping and Summarizing, page 3.) Camino cerrado (“Roadblock”) uses a common problem-solving metaphor. Students look at how we can find one or more detours, or solutions, to bypass a personal roadblock and reach a destination, or goal. This graphic organizer makes a great story-analysis tool as well as a conflict-resolution skill builder for interpersonal communication.

Students who are reading independently can keep track of books they’ve read using Bitácora de lectura (“Book Log”). This organizer appears as a series of library reference cards to remind students how to use it. The cards are a good way to get an overview of students’ reading choices and to make sure they are pursuing a variety of books at an appropriate level of challenge.

Analyze the domino effect of a decision or action.

Map out how characters get around a problem.

Write questions and goals in reading and understanding content.

Finish a book and fill in a card.
Students can use this recording tool for their language arts notebooks. For students who read many books, you can copy the Bitácora de lectura front-and-back to minimize paper use. Make additional copies of the cards for students as they use them up.

Demonstrate how to use the four blank lines on each card. Ensure students understand the terms título, autor, ilustrador, and tipo de libro. They should understand that many books don’t have an illustrator, and sometimes the author is also the illustrator.

If your students are studying genre, have them use genre terms for the last entry on each card. Early readers might list the type of book as chistoso, de miedo, ciencia, or whatever descriptions they come up with.

**Compare and Contrast**

Some details simply add color to the story and characters. However, details often reveal important points in the story or aspects that students can relate to their own lives. Readers can practice comparing and contrasting stories, characters, and settings as early as kindergarten.

Graphic organizers offer a perfect format for compare/contrast exercises. By simply drawing a straight line down a page, students create an organizer with two sides for comparing any aspect of their reading, such as character A/character B, book A/book B, fact/opinion, pro/con, actions/outcome, etc.

**Diagram de Venn**

Using the Diagrama de Venn, make a comparison that shows overlapping qualities. For example, the outer part of two circles could represent different qualities about two sisters, while the “meet in the middle” overlapping area lists qualities the sisters have in common.

In the example below, students look back at two stories they’ve read that appear to have completely different settings. They discover that the settings actually have some similarities. Meanwhile, students have the opportunity to ask questions and be reminded about the time period or geographical location of each story.

Another way to compare and contrast on the same page is using Semejante/Diferente. Have students suggest two things to compare and contrast; fill these items in at the top. As students contribute a pair of details to record in the columns, have them tell whether the points demonstrate how the two things are alike or different.

**Árbol genealógico**

Explore how two characters, stories, settings, etc. differ and how they are alike.

Describe how your family, story, or setting is different from a character’s.

Using the Diagrama de Venn, make a comparison that shows overlapping qualities. For example, the outer part of two circles could represent different qualities about two sisters, while the “meet in the middle” overlapping area lists qualities the sisters have in common.

In the example below, students look back at two stories they’ve read that appear to have completely different settings. They discover that the settings actually have some similarities. Meanwhile, students have the opportunity to ask questions and be reminded about the time period or geographical location of each story.

Another way to compare and contrast on the same page is using Semejante/Diferente. Have students suggest two things to compare and contrast; fill these items in at the top. As students contribute a pair of details to record in the columns, have them tell whether the points demonstrate how the two things are alike or different.
Mapa narrativo (con detalles) Reproducible

Teje la telaraña Reproducible

Locación/escenario

Cuándo:

Dónde:

Clima:

Personajes:

Personaje principal:

Otros personajes:

Trama:

Qué pasa en la narración:

Conflicto:

Solución o desenlace:
Idea principal y detalles

Storyboard Reproducible

Storyboard

Inicio

Desarrollo

Final
Mapa narrativo (con detalles) Reproducible

- **Locación/escenario**
- **Cuándo:**
- **Dónde:**
- **Clima:**
- **Personajes:**
  - Personaje principal:
  - Otros personajes:
- **Trama:**
- **Qué pasa en la narración:**
- **Conflictos:**
- **Soluición o desenlace:**

Teje la telaraña Reproducible

- **Teje la telaraña**
- **Personajes:**
  - Personaje principal:
  - Otros personajes:
- **Trama:**
- **Cuándo:**
- **Dónde:**
- **Clima:**
Students can use this recording tool for their language arts notebooks. For students who read many books, you can copy the Bitácora de lectura front-and-back to minimize paper use. Make additional copies of the cards for students as they use them up.

Demonstrate how to use the four blank lines on each card. Ensure students understand the terms título, autor, ilustrador, and tipo de libro. They should understand that many books don’t have an illustrator, and sometimes the author is also the illustrator.

If your students are studying genre, have them use genre terms for the last entry on each card. Early readers might list the type of book as chistoso, de miedo, ciencia, or whatever descriptions they come up with.

Compare and Contrast
Some details simply add color to the story and characters. However, details often reveal important points in the story or aspects that students can relate to their own lives. Readers can practice comparing and contrasting stories, characters, and settings as early as kindergarten.

Graphic organizers offer a perfect format for compare/contrast exercises. By simply drawing a straight line down a page, students can create an organizer with two sides for comparing any aspect of their reading, such as character A/character B, book A/book B, fact/opinion, pro/con, actions/outcome, etc.

Using the Diagrama de Venn, make a comparison that shows overlapping qualities. For example, the outer part of two circles could represent different qualities about two sisters, while the “meet in the middle,” overlapping area lists qualities the sisters have in common.

In the example below, students look back at two stories they’ve read that appear to have completely different settings. They discover that the settings actually have some similarities. Meanwhile, students have the opportunity to ask questions and be reminded about the time period or geographical location of each story.

Another way to compare and contrast on the same page is using Semejante/Diferente. Have students suggest two things to compare and contrast; fill these items in at the top. As students contribute a pair of details to record in the columns, have them tell whether the points demonstrate how the two things are alike or different.

Describe how your family, story, or setting is different from a character’s. Using the Diagrama de Venn, make a comparison that shows overlapping qualities. For example, the outer part of two circles could represent different qualities about two sisters, while the “meet in the middle,” overlapping area lists qualities the sisters have in common.

Describe how your family, story, or setting is different from a character’s.
Put a positive flip on this activity. Fill in a chain of events that has a positive end result. For example, talk about how doing good deeds has a domino effect in society.

A standard reading comprehension strategy in English is the K-W-L chart. K-W-L stands for Know—Want to Know—Learn. In Spanish we call this Tabla S-Q-A, which stands for Lo que Sé—Lo que Quiero saber—Lo que Aprendí. Before reading a book or beginning a new chapter, discuss content comprehension goals. In reading nonfiction, what factual information does the reader want to obtain?

For use with comprehending fiction, Tabla S-Q-A provides a pause in which students can express what intrigues them about the story, or perhaps a plot point that is confusing. The Tabla de predicciones can provide validation for a student’s questions. It’s also a reminder of what students learned and a record of information they can compile in a follow-up writing activity.

A story’s plot often turns on a problem, conflict, limitation, or misunderstanding, as discussed earlier. (See Story Mapping and Summarizing, page 3.) Camino cerrado (“Roadblock”) uses a common problem-solving metaphor. Students look at how we can find one or more detours, or solutions, to bypass a personal roadblock and reach a destination, or goal. This graphic organizer makes a great story-analysis tool as well as a conflict-resolution skill builder for interpersonal communication.

Students who are reading independently can keep track of books they’ve read using Bitácora de lectura (“Book Log”). This organizer appears as a series of library reference cards to remind students how to use it. The cards are a good way to get an overview of students’ reading choices and to make sure they are pursuing a variety of books at an appropriate level of challenge.
Another aspect of character development that can be explored is a character’s family tree. Follow up by having students fill out their own family trees. Creating family trees can bring up sensitive feelings for children or privacy issues for families, so make this an optional activity.

Comparing and contrasting characters is also a helpful comprehension exercise. For example, the fact that one character, Violet, enjoys swimming in the ocean might seem minor, but a comparison of details provided early in the story shows that this hobby might prove useful, because James, the other main character, is not so comfortable swimming in the ocean. After looking at the two characters side by side, what prediction can be made?

Quizás Violeta ayude a Jaime. (Perhaps Violet will help Jaime in the ocean.)

Plot Analysis
Explore how story events progress and how they’re resolved. Students build interest in reading as they begin to notice signs of what’s to come, or “foreshadowing.”

Make predictions based on clues or foreshadowing and write the predictions on the Tabla de predicciones (“Prediction Chart”). Record the title and author along with the clue(s) that led to one or more predictions. Later, record what actually happened. Discuss whether the predictions were correct. If not, talk about the missed clues or clues that came later.

This table is a good format for a lesson on the reading comprehension strategy of inference. Making informed guesses based on one’s reading. Predictions are based on inferences readers make from clues found in the text, as well as on what the author directly states.

As homework, students can use Tabla de predicciones in their reading and for other story formats, such as plays, movies, and television shows. They’ll start to notice patterns in the way stories often provide clues. They may grow to appreciate less predictable stories—after all, who doesn’t love to be surprised?

Recognizing a chain of events is an important critical thinking skill that can help students learn from their mistakes and resolve conflicts. Fill in the links of the first chain on Cadena de eventos, describing a series of events in a story that led to a negative end result. Discuss what the character(s) could have done differently to achieve a better result.

Have students use the second chain to explore a sequence of personal events that took place at home, at school, or in their community.
Welcome to the Spanish Reading Comprehension Flip Chart. This resource is designed to help students enhance their reading comprehension, critical thinking, and expository writing skills in the intermediate grades.

### Key Features
- **Character Analysis:** Students can develop a deeper understanding of characters by analyzing their strengths, weaknesses, motivations, and relationships within the story.
- **Story Themes:** Discovering and exploring themes helps students connect with the story and understand its deeper meaning.
- **Character Portraits:** Encourages students to create unique portraits of characters using words and drawings, enhancing their creativity and storytelling skills.

### Activities
- **Character Analysis:** Use the organizer to make a word portrait of a character. Include details such as interests, strengths, weaknesses, family, friends, and more.
- **Brainstorming:** Develop a character self-portrait with words and drawings, which can be used as a follow-up activity.
- **Main Idea and Themes:** Discuss how the details fit in with the main idea of the story and explore additional themes.

By engaging with these activities, students will not only improve their reading skills but also develop a stronger appreciation for literature and its impact on their lives.

---

*Helping Teachers Make A Difference® © 2011 Really Good Stuff® 1-800-366-1920 www.reallygoodstuff.com Made in Guangzhou, China #304751*
Draw/describe highlights of a character's life or your own.

This organizer can also be a timeline that describes the highlights of someone else's life, biography, or one's own life events, autobiography. (For more on biography and autobiography, see Character Analysis, page 5).

Fotografía ("Snapshot") also provides a place for readers to describe a story through words and drawings. Students can show one scene or event from the story, a chapter, or a full plot summary. There is room for them to write a phrase, a sentence, or a short paragraph and, optionally, a list of describing words from the reading that go with the scene. Using Resumen de la trama ("Plot Summary"), they practice writing paragraphs and recording information in chronological order.

Often, story-mapping activities provide the makings of a rough draft for a book report. By describing the parts of a story or each of its chapters on a graphic organizer, students gain increased clarity about the meaning of the story and a better focus on its most important aspects. Plus, they practice writing paragraphs and recording information in chronological order.

Main Idea and Details

The most important aspect of a story for a student to understand is its main idea. This can be the story's most important message or a very general description of the plot. Using Idea principal y detalles ("Main Idea and Details"), show students how the main idea of a story grows out of the details sprinkled throughout its scenes.

Discuss the story as a group and decide on its main idea. Have students help identify at least two details from the story that contribute to this main idea. For students who are able, have them independently fill in additional details on their reproducibles. The main idea and each detail should be a short sentence.
Plan a story. Even brainstorm a rhyming poem.

Draw and describe the parts of a story.

A story map benefits visual learners at almost any reading level.

The Mapa narrativo (con detalles) ("Story Map with Details") is a more specific guide for story description. Students organize story elements in categories laid out in a list format. This organizer asks students for specific details about a story they’ve read therefore, it also makes a wonderful brainstorming tool when students plan stories they’re writing.

Students can use the more detailed Mapa narrativo to get clarity on the setting(s) of a story, the main character(s); the primary conflict, problem, or situation and how it is resolved; and details relevant to the main idea of the story. (For more on main idea and details, see page 4.)

Alternatively, the student can design an original story map that includes whatever literary elements seem important for the reading material. Other categories might include theme(s), character details, sequence of events, etc.

Summarization is part of the standards and is a useful communication skill. Though summarizing may seem simple, it takes practice to be both general and accurate in describing events.

Early-level students can use pictures combined with words to synthesize a story’s plot on the Storyboard. (The literal translation is “guión gráfico”; however, the borrowed English term “storyboard” is commonly used.) With equal emphasis on graphic and written summarization, the Storyboard includes a place to draw four important scenes from the story and write descriptive text beneath. Each piece of descriptive text can be a short sentence.
**Small-Group Demonstration**

In this sample demonstration, the *Teje la telaraña* ("Weave a Web") graphic organizer provides a helpful setting for recording information that can be sorted into categories. It also includes a kind of dialogue that could accompany filling out any of the graphic organizers with a small group.

**Materials:** Flip Chart open to *Teje la telaraña*, Dry Erase Pen

1. Talk about what you plan to record on the graphic organizer such as "Lo que aprendimos de los lobos," from a book read in class. Tell the group you will be brainstorming together.
2. As students observe, write the word *Lobos* in the middle circle of the graphic organizer.
3. Say, "¿Cómo crees que los lobos viven en la naturaleza?" As students respond with, for example, facts about the wolf’s habitat, fill in a bubble with the information, using the students’ words.
4. When a student brings up another type of fact, such as "Los lobos viven en jaurías," point out that this belongs to a new category and so you will start filling in a new bubble.
5. Ask students for other facts about the new category. Have them help you name the bubble, for example, "Jaurías," and complete the new bubble with additional facts the students provide about wolf packs.
6. Continue by filling in the remaining bubbles with fact categories that students offer.
7. When the web is complete, review the information. Discuss and make a list of any vocabulary that was challenging for students. Review these words later in the week.
8. Optional: Transfer the information from the web into an organized one-page essay. Have students help you title the essay, for example, "La vida de los lobos."

---

**Independent/Center Work:**

Extend your small-group work into centers, using the same organizers in reproducible form.

**Materials:** Student copies of the graphic organizer, pencils, crayons

1. After you have demonstrated how to use the *Teje la telaraña* graphic organizer, distribute student copies of the *Teje la telaraña Reproducible*.
2. Allow students to fill in the web independently as a follow-up to any nonfiction book or video presentation. They can use text, pictures, or a combination of both, depending on the level of challenge you deem appropriate. This activity will help them retain what they have learned and better understand how most factual information fits into categories.
3. Have students record new words they encountered in their reading and look up their definitions.
4. Adapt the now-familiar format of the *Teje la telaraña* graphic organizer to any type of brainstorming or organized recording activity. See page 5 for an example of how to record a story’s themes on this organizer.

---

**Bitácora de lectura Reproducible**

Understand and remember information by organizing the text.

Record new vocabulary for later review.
Congratulations on your purchase of the Really Good Stuff® Spanish Reading Comprehension Flip Chart, a versatile and complete set of graphic organizers that develops the reading comprehension skills of Spanish speakers.

This Really Good Stuff® product includes:

• Spanish Reading Comprehension Flip Chart
• This Really Good Stuff® Teaching Guide

This is the Spanish version of the Reading Comprehension Flip Chart, which received the 2011 Learning® magazine Teachers' Choice Award™ for the Classroom.

While focusing on the mechanical aspects of reading, early readers often struggle to remember what they’ve read and to understand the big picture. Recognizing the significance of a scene, a character, or a story’s main ideas makes reading a more fulfilling, personal experience and helps children practice critical thinking. Reading comprehension is a skill that challenges many students throughout their education. The Spanish Reading Comprehension Flip Chart is designed to help these students—and visual learners in general—get the big picture.

Importance of Reading Comprehension: The Home Connection

Studies show that children who read more and at a younger age excel throughout their education and have much larger vocabularies that grow year by year. Children who read with understanding benefit in many skill areas from books they read for pleasure as well as from their assigned reading. Encourage students to seek out reading materials that appeal to them, and encourage parents/guardians to take an interest in their children’s reading by accompanying them to the library, discussing their reading with them, and reading along with them.

By mapping out literature in various formats, students learn to glean meaning and enjoyment from the events in a story, poem, or nonfiction piece. They recognize the parts of a story and acquire important terminology for discussing literary elements. They also increase their vocabularies and oral and written language skills. In the following pages we provide suggestions for starting discussions.

The focus of this guide is comprehension of fiction and nonfiction, and response to literature. However, we encourage you to find creative applications for the graphic organizers across the curriculum.

Instructional Goals

The Spanish Reading Comprehension Flip Chart helps your students meet common state language arts standards, including:

• gathering and synthesizing information
• applying comprehension strategies
• acquiring vocabulary to discuss their reading
• questioning and critiquing what they’ve read
• making inferences and predictions based on their reading, and making up their own stories.

Building Context

In addition to helping students internalize and organize information, graphic organizers pinpoint aspects of reading material that excite students or inspire them to write. For example, a character in a story might have a similar home life to that of a character in another story or even of the reader. Sometimes students won’t notice these similarities until they see them organized on paper.

Help relate the stories and characters to the students’ own experiences. Allow students to “feel” story settings through tangible examples, such as period attire or weather, and document these examples on the pages of the Flip Chart.

Ask students to describe their emotional response to the reading. Encourage them to be specific as they explain how the writing evoked their feelings.

Introducing the Spanish Reading Comprehension Flip Chart

Always begin using a new organizer with an interactive demonstration on the Flip Chart. After reading a book, poem, song, or other piece of literature, ask for the group’s input as you fill in graphic organizers to highlight story elements you want to explore.

After your students have had plenty of practice with the organizers in the supportive setting of a group demonstration, provide students copies of the organizers (pages 9 to 24) and allow students opportunities to respond to their reading using organizers in their homework or in small-group or center activities.

Use the organizers as springboards for writing. Following demonstration and independent center time, have students compile lists and other descriptions from their organizers into paragraphs, book reports, personal essays, critiques, or original stories.

Managing the Spanish Reading Comprehension Flip Chart

• In advance of your demonstration, photocopy the included reproducible organizers for distribution as class work or homework.
• If you decide to change or fill in headings before photocopying graphic organizers for the students, remember to set aside clean copies of all reproducibles.
• You can laminate copies of the organizers and provide them, along with reading materials and dry erase pens, as a simple reading comprehension center activity.
• When using the game at a literacy center, demonstrate how to store the game parts and tidy the center when the activity is complete.

All teaching guides can be found online.