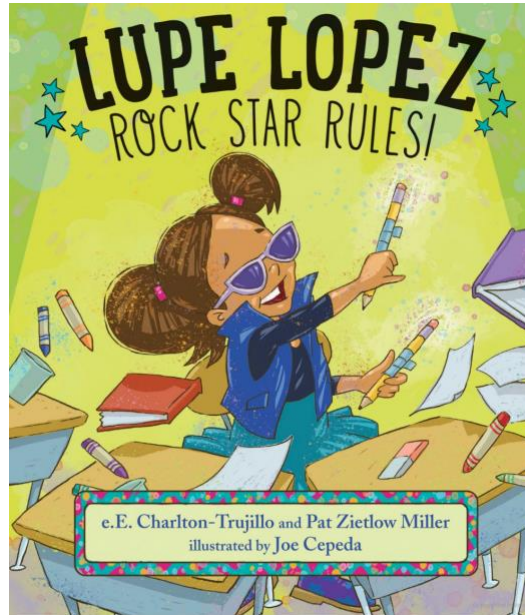


Lupe Lopez: Rock Star Rules!

Written by e.E. Charlton-Trujillo and Pat Zietlow Miller

Illustrated by Joe Cepeda



Lesson Title: Lupe's Story - How We Can Learn to Make Friends

Lesson Created By: Haydn Crouse for University of Colorado Boulder's 2022 Children's Book Festival. Open Education Resource available <https://www.colorado.edu/event/bookfest>

Project Summary:

This lesson plan consists of two literacy lessons, a reading lesson and a writing lesson, to support literacy instruction in the kindergarten classroom. The reading lesson supports students' comprehension as they identify the beginning, middle, and end of the story, as well as providing a story retell using their sequencing work with the beginning, middle, and end of the story as a guide. The writing lesson incorporates social and emotional instruction as students identify a way to make friends using the example of the main character from the text *Lupe Lopez: Rock Star Rules!* as a guide. In the writing lesson, students will write a complete sentence incorporating a detail about how a person can make a friend. Throughout both lessons, students will have the opportunity to communicate and express their learning with their peers. This text also supports students with understanding the act of following the rules. Students will learn about the benefits of following rules that are created to support a conducive, equitable learning

environment which gives all students the space to express their individualities, from a multicultural perspective.

Intended Audience:

Kindergarten (Ages 5-6)

This lesson has been created for the instructional use of kindergarten teachers. The lesson, however, can be easily modified for preschool and 1st grade.

Lesson Goals and Objectives:

- Students will be able to identify the beginning, middle, and end of the story through drawing and labels.
- Students will be able to retell the story using sequencing words.
- Students will be able to write a sentence with a capital letter and period.
- Students will be able to add a detail to their sentence.

Curriculum Standards:

- With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)

Materials Needed:

Reading Lesson

- *Lupe Lopez: Rock Star Rules!*, by e.E. Charlton-Trujillo and Pat Zietlow Miller
- [Vocabulary Google Slides](#)
- [Beginning, Middle, End Graphic Organizer](#)
 - *Note: I have provided 3 graphic organizers. Choose the one that will support your class best.*
- Crayons - regular and Colors of the World set
 - Color of the World Crayons: a pack of crayons that have been created to provide students with 24 different skin-tone crayons to choose from when drawing people
- Pencil

Writing Lesson

- Teacher example of Beginning, Middle, End Graphic Organizer from previous reading lesson
- Anchor Chart with Circle Map labeled “Making Friends” on the interior circle
 - *Note: See Additional Resources section for more details.*
- [Writing Paper](#)
 - *Note: I have provided 2 writing papers. Choose the one that will support your class best.*
- Pencil
- Crayons

Description of the Teaching and Learning Process:

(For an abbreviated version of this lesson plan, click [here](#).)

Reading Lesson

Anticipated Lesson Length: 1 hour

Before Reading

- Begin the lesson by presenting the front cover of the text *Lupe Lopez: Rock Star Rules!* to students. Read the title of the text. Introduce the author and illustrator.
- Ask students the following guided questions: (Choose 2-3 students to respond to each question.)
 - What is a rock star?
 - Who can be a rock star?
- Scaffold students’ responses to find the understanding that there can be two different meanings of rock stars: a noun and an adjective.
 - Rock star noun: a successful singer or musician in rock music
 - *Idea: you could play [rock music](#) for students as a sample*
 - Rock star adjective: used to describe a person – a synonym for awesome or amazing
- Present the Vocabulary Google Slides to students.
 - On page 2, reinforce the idea of there being two different meanings of rock star. Tell students that in our story, the main character believes she is the rock star (noun).
 - On page 3, have students repeat the word “rules.” Ask students to describe what they see using the guiding questions.
 - What are “rules”?
 - How do rules work?

- What are the rules in our classroom?
- On page 4, have students repeat the word “fan.” Read the definition of “fan” to students: A person who is celebrating something or someone. Look at the two pictures with students. Explain that “fans” can be celebrating a team or a person.
- Tell students “Today we will be reading about a character in a story who thinks she’s a rock star. We will be focusing on what happens at the beginning of the story, in the middle of the story, and at the end of the story.”

During Reading

- Focus back on the text *Lupe Lopez: Rock Star Rules!* and read the text to students.
- Stop 2-3 times during the reading to think aloud, ask questions, etc.
 - Suggested stopping points:
 - Pgs. 3-4: I wonder if Lupe’s teacher will like that Lupe is drumming all over the classroom. Let’s keep reading to see!
 - Pg. 10: Is Lupe choosing to follow the classroom rules? Why or why not?
 - Pgs. 19-20: It seems like Lupe’s classmates don’t like it when she chooses to not follow the rules. What evidence from the text shows us that Lupe’s classmates want her to follow the rules?

After Reading

Modeling

- After reading the text, explain to students that today we will be finding the beginning, the middle, and the end of the text.
- Display the Beginning, Middle, End Graphic Organizer for students. Describe the graphic organizer to students, pointing out the beginning, middle, and end titles.
- Ask students to return to their seats and get out a pencil and their crayons.
- Give each student a Beginning, Middle, End Graphic Organizer
- Think aloud to show students how you would identify the beginning of the story.
 - Open up the text and view the first 6 pages of the story, without reading them. Describe what is happening on each page. Tell students “In the beginning, Lupe drummed all the time.”
- Draw a picture of pencil “drumsticks” drumming on a desk in the classroom. (Students should draw the same picture you are drawing. Direct students by

describing what you are drawing and by displaying/projecting your real time drawing for students to see.)

- Tell students that you are now going to choose one word that describes what happened at the beginning of the story. This word is going to be your label. Choose the word “drum.” Sound out the word drum and spell it phonetically.

Guided Practice

- Now, move on to the middle section of the graphic organizer. Look through the middle of the text, focusing on the rules Lupe’s teacher gives her. Ask students to describe what is happening in the middle of the story. Scaffold the conversation so students identify the rules the teacher gives Lupe.
- Tell students we are going to draw a picture of Lupe’s rules. Draw the picture. Students should draw the same picture you are drawing. Explicitly describe to students how you are drawing your picture and encourage students to try their best.
- Then, ask students what we should label the picture. Remind students this is one word that tells what is happening in the middle of the story. “Rules” is a label that would best describe the middle of the story.
- Label the middle drawing “rules” by sounding out the word and labeling it phonetically.

Independent Practice

- Last, reread the last 9 pages of the text to students.
- Ask students what happened at the end of the story. Discuss with students what they could draw and label at the end of the text.
 - An example could be: Lupe follows the rules and makes friends. Students could draw a picture of Lupe with her friends and label the drawing “friends.” The end, however, should ultimately be up to the students to decide. If students have a different ending they would like to draw and label, they have the autonomy to do that since we are working in independent practice time.
- Give students time to draw and label the end independently. Support students as needed.

Wrap Up

- At the end of the lesson, ask students to come back to the carpet with their graphic organizer. Tell students that we are going to use this graphic organizer to retell the story.
- Model retelling the story for students using the language frames: *“In the beginning _____,” “In the middle _____,”* and *“At the end _____.”*
 - Example:
 - “In the beginning Lupe drummed all the time.”
 - “In the middle the teacher gives Lupe rules.”
 - “At the end Lupe follows the rules and makes friends.”
- Think Pair Share: Have students think about what their retell is going to say. Pair students up with a partner. Students will share their retell with their partner.
- To complete the lesson, 1-2 students will share their retell with the entire class.
- Then, discuss the message of the text with students. Tell students that in this book, we learned that we do not have to change our interests in order to make friends. Lupe did not stop drumming because others didn’t want to be her friends. Instead, Lupe made friends and chose to form a band with her friends since they shared common interests. It is important to follow the rules, but it is also important to be yourself.

Writing Lesson

Anticipated Lesson Length: 45 minutes

Anticipatory Set

- To begin the lesson, display the Beginning, Middle, End graphic organizer from the previous lesson for students. Explain to students that we are going to recall information we learned earlier by sharing our beginning, middle, and end retell with a partner.
- The teacher will share their beginning, middle, and end retell with the class. Then students will turn towards a partner and share their beginning, middle, and end retell.
- To complete the recall, one group will share their retell with the entire class.

Modeling

- Display the beginning, middle, and end graphic organizer again. Tell students now we will be looking at how Lupe’s friendships changed throughout the text. Describe Lupe’s friendships using the beginning, middle, and end as a guide. Your description to students may sound something like this:

- “In the beginning of the story, Lupe was a rockstar who didn’t need friends because she had fans.”
- “In the middle of the story, Lupe discovered she did not have fans, so she tried to recruit fans but no one came. This made Lupe feel sad.”
- “At the end of the story, Lupe made fans by creating a band with some of her classmates. Lupe was happy and had friends!”
- Tell students that today we will be writing a sentence to describe how someone can make friends.
- Present the circle map anchor chart to students with the interior circle labeled “Making Friends.”
- Describe to students that together, we will be identifying different ways people make friends. We will draw a small picture and label the picture to show how people make friends.
- Tell students that in the story, Lupe made friends by working with her classmates to create a band. Present the first drawing and label to students by drawing a picture of Lupe being in a band with her classmates. Label the drawing “working together” by sounding out the sounds in both words and writing them below the picture (phonetic spelling example: wrkg tgr).

Guided Practice

- Ask students to describe other ways people can make friends. Ask students to share their ideas. Draw a small picture of the idea and label the picture phonetically by sounding out each word with students. There should be 4-5 drawings/labels total.
- Tell students that we are now going to be writing a sentence using the sentence frame “*I can make friends by ____.*” Orally share your example sentence with the class, then ask students to close their eyes, think of their sentence, and raise their hand when they know what their sentence will be. Students will share their sentence with a partner.
- Ask students to return to their seats and give each student a writing paper. Display this same writing paper in front of the class.
 - If you are choosing the scaffolded writing paper with the sentence frame pre-written...

- Model for students how the teacher chooses one way of making friends from the circle map anchor chart and completes the sentence using phonetic spelling.
 - Example: I can make friends by being kind. (phonetic spelling: beg kid)
- If you are choosing the blank, non-scaffolded writing paper...
 - Together, with student input, write the entire sentence “I can make friends by” phonetically. (phonetic spelling: I can mac frns by ____.)
 - Show students how to then complete the sentence frame by choosing one way of making friends from the circle map anchor chart and completing the sentence frame phonetically.
 - Example: I can make friends by being kind. (phonetic spelling: beg kid)

Independent Practice

- Then tell students it is their job to complete the sentence frame on their own. Have students recall the sentence they chose to write on the carpet and give students time to finish writing their sentence independently.
- When students are finished, they will get out their crayons to draw a picture that matches their sentence.

Wrap Up

- To complete the lesson, ask the students to read the sentence with you chorally. Every student should be pointing to the word “I” on their paper at the same time. Then students will read each word aloud with you and complete their reading by reading their own ending of the sentence.

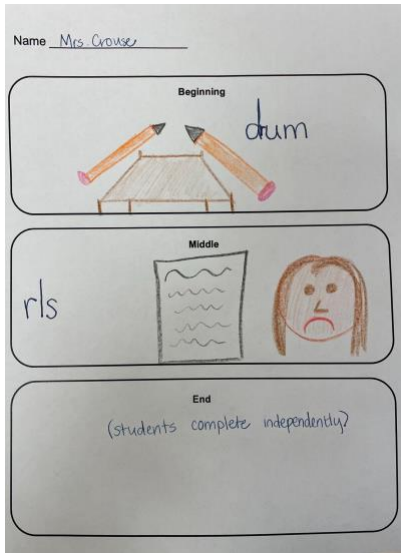
Additional Resources and Links to Resources Used:

- How to use a Thinking Map’s Circle Map:
 - [Description](#)
 - [Video](#)

Sample Products:

Please note that this lesson was performed in September. The products your students create will change throughout the school year as their reading and writing skills continue to evolve.

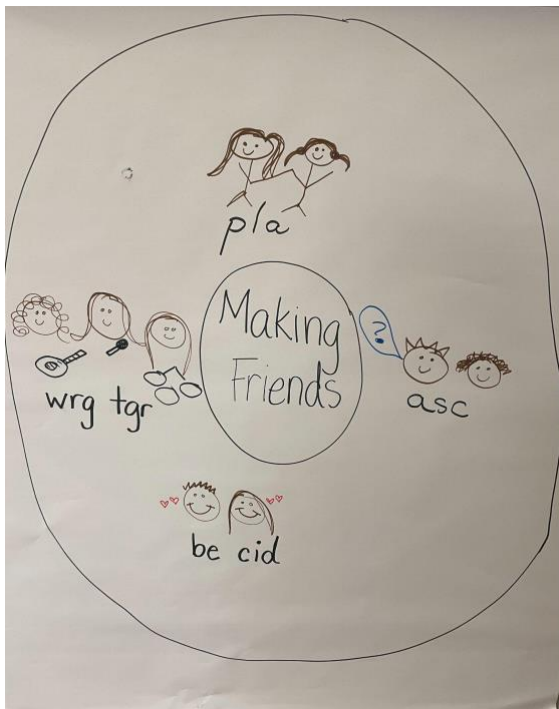
Reading Lesson Teacher Example



Reading Lesson Student Examples

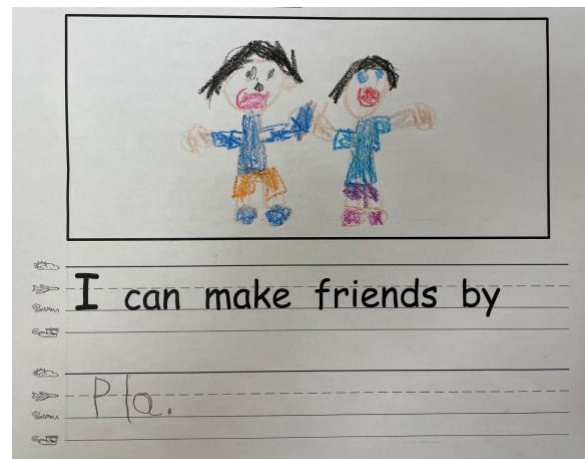


Writing Lesson Teacher Circle Map



(working together, being kind, asking to play, playing)

Writing Lesson Student Examples



About Me:

My name is Haydn Crouse and I am currently in the M.A. Curriculum and Literacy program at the University of Colorado at Boulder. I am also a kindergarten teacher in St Vrain Valley School District. I received my undergraduate degree from the University of Northern Colorado with a Culturally and Linguistically Diverse (CLD) Endorsement. During my time as a kindergarten teacher, I have found a passion for supporting my students in their literacy development.