

This story follows a boy as he races through his city looking for paleta (ice cream). It prompts the reader to wonder whether he will be able to buy his favorite ice cream, and where he might end up finding Paletero Man.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK



Children will:

- ◆ Predict what happens next
- ◆ Engage in investigations with adult support

Teachers will:

- ◆ Promote Predictions

TEACHING TIP

Children approach the world in a similar way that scientists do – through observing, predicting, experimenting, and drawing conclusions. We can support inquiry skills by allowing children to ask questions, make predictions, and answer those same questions based on their active explorations. Within a story, we can draw on children’s natural curiosity by creating moments for children to observe details in the story, wonder aloud and guess at what will happen, and then return to those ideas to make conclusions about what occurred.

1. INTRODUCE

- ◆ “Have you ever lost something important before? Did you spend time looking for it? In this story, *Paletero Man*, we will predict what might happen as a boy runs through their city looking for ice cream, which is called paleta in Spanish.”

2. READ THE BOOK

- ◆ Pause occasionally to prompt the children to make predictions about what will happen next in the story.
- ◆ Come back to children’s predictions as the story goes on.

Promote Predictions

Read: “Paletas for one! Paletas for all!”

Ask: “What is happening to the boy on this page? Something is falling out of his pocket. What might happen later in the story if the money falls out of their pocket?”

Read: “...with an icy cold paleta treat”

Ask: “Did he find Paletero José yet? Where do you think he might be? Where should the boy go next to find him?”

Read: “How can I buy my paleta today?”

Ask: “Where did his money go? What do you think will happen next – will he get his money back? How else will he get his paleta?”

3. REVIEW

- ◆ “You had a lot of ideas about what was going to happen in this story. When we looked closely at what the drawings showed us and listened carefully to the words, we made predictions about what would happen next. Then, we found out if our guesses were right or not.”

4. KEEP IT GOING

- ◆ Encourage children to make predictions throughout your daily routine. Start with your own observation and encourage children to make predictions based on what they know. For example, “I notice clouds in the sky. I wonder what might happen later,” or ask the children to observe, “what do you see on our playground? What could have made this branch fall?”