**BOOK CITATION**
Text © 2010 by Anna McQuinn
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**STORY SYNOPSIS**
*Story summary:* Lola visits the library on Saturdays with her dad and borrows some books. Each night her parents read her one of the stories. On the following day, Lola incorporates the story into her dramatic play. On the final page, Lola’s dad reads her a story about a “wild and wicked monster” (alluding to *Where the Wild Things Are*). The story ends with the question, “What will Lola be tomorrow?”

*Things to notice about the book:* Some children might not readily make the connection from story topics to Lola’s pretend play (e.g., a story about friends leads to Lola playing with babies and drinking cappuccino). The final question requires children to make an inference; this inference is highly supported by the series of episodes in the book, so long as children have been given opportunities to see the connection between books read and dramatic play for each episode.

**VOCABULARY**
*Key words:* excellent, fancy, fantastic, fierce

*Topic words:* librarian, pilot, doctor, construction worker, farmer, firefighter, police officer, scientist, engineer, chef

*Bonus words:* Paris and Lagos, hammer, saw

**GET PREPARED TO TEACH**
- Read through *Lola Loves Stories*.
- Number the pages in the book. Page 1 begins “Lola’s daddy takes her to the library on Saturdays.”
- Read through this Teacher Guide for each lesson. Notice the pages covered in the first four lessons:
  - Lesson One .......................... pages 1–8
  - Lesson Two ......................... pages 9–14
  - Lesson Three ...................... pages 15–18
  - Lesson Four ....................... pages 19–23

- Locate and review the 14 picture cards for the vocabulary words.

**TEACHER NOTES**
- Before beginning each lesson, assign children partners.
- Before beginning each lesson, have children sit on the floor near you for the pre-reading, interactive reading and post-reading activities so that they can see the pictures in the book and picture cards for vocabulary words. As you read, point to the pictures and act out word meanings (if applicable) to help make the text more comprehensible to the children. Think about appropriate movements and gestures in advance.
- You might want to bring in the book *Where the Wild Things Are* to show children in Lesson Four.

**CONTENT STANDARDS**
References to the Common Core State Standards (CCSS) in English language arts (ELA) are provided in the Appendix, along with space to record your corresponding state standards and numbers.

**EXTENSION ACTIVITIES**
- Bring in outfits or props and have children dress up and pretend to work in different occupations (e.g., a pilot’s hat, firefighter’s helmet, doctor’s lab coat, engineer’s tools, chef’s apron). Talk with the children about what people in these jobs do.
- Take children to the school library to pick out a book.
- As a home connection activity, have children go to the library with their parents, talk with them about what they saw and did, and draw a picture of their trip. The take-home handout provides instructions in English and Spanish for this activity.

**MATERIALS**
- *Lola Loves Stories*
- *Lola Loves Stories* Teacher Guide
- Picture cards for vocabulary words
- (Optional) *Where the Wild Things Are* (Lesson Four)
- Writing handout (Lesson Five)
- Family literacy take-home handout
- (Optional) Outfits or props for extension activities
1. Book Introduction

- Point to the title and author’s name on the cover. Explain to the children that a book’s title is the name of the book, the author is the person who wrote the book and the illustrator is the person who drew the pictures.

Today we will read a story about a little girl. The title of this book is *Lola Loves Stories*. The author is Anna McQuinn and the illustrator is Rosalind Beardshaw.

Remember, the title of the book is *Lola Loves Stories*. What do you think the little girl likes to do?

How do you know?  
Anticipated response: The girl likes to read stories.

2. Warm-up

**Background Information: Libraries**

- Get children ready to read the book by talking to them about libraries.

Lola likes to go the the library. Who can tell us about libraries? What are they like? What do you do there?  
Anticipated response: Open-ended.

3. Vocabulary Development

- Locate the picture card for the key word *excellent*.

We are going to learn a word in the story before we read. The word is *excellent*.

- Show the picture to the children as you read the vocabulary development script on the back of the card.

- Point to key elements of the picture as you talk about it.

4. Interactive Reading

- Introduce the day’s reading.

Let’s read to find out what stories Lola likes!
Read pages 1–2

- Point to the picture of Lola and her daddy.

  Where is Lola going?
  - Anticipated response: Lola is going to the library.

  What do you find in libraries?
  - Anticipated response: You find lots of books.

  Look at the picture. How do you think Lola feels? How do you know?
  - Anticipated response: Lola feels happy. The picture shows she is smiling and skipping.

  Why do you think she feels that way?
  - Anticipated response: She feels happy because she is going to the library with her dad.

Read pages 3–4

- Congratulate the children who touched their ears when they heard the word excellent.

- Refer back to children who described the library during warm-up.

  Look at the picture. How can you tell that the library is busy?
  - Anticipated response: There are lots of children in the library.

  How does this library look like the one you know?
  - Anticipated response: Open-ended. Children might mention that there are books, book shelves and many children looking at books.

  What kinds of books does Lola find?
  - Anticipated response: Lola finds some excellent books.

  Who remembers what excellent means?
  - Anticipated response: Excellent means very good.

  Partner Talk: Name a book you think is excellent. Tell your partner why you think it is excellent.
  - Anticipated response: Open-ended

Read pages 5–6

- Point to the fairy princess in the picture of the book that Lola and her daddy are reading.

  What is Lola’s first book about?
  - Anticipated response: Her first book is about a fairy princess.
Books about fairy princesses are called fairy tales. *Fairy tales* are stories about things that did not really happen. Fairy princesses are princesses in fairy tales.

**PARTNER TALK:** Have you ever read a book or seen a movie about a fairy princess or a fairy prince? What did the princess or prince look like? What did she or he do?

*Anticipated response:* Open-ended. As they describe the princess or prince, revoice their contributions using more sophisticated or precise language.

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**Fancy** means special, nicer than usual.

Look at the picture. What makes Lola's dress fancy?

What else is she wearing that is fancy?

Lola is a fabulous princess. *Fabulous* means excellent or very good. What makes Lola a fabulous princess?

*Anticipated response:* She got the idea from reading a book about a fairy princess.

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5. **Read-aloud Closure**

Ask children a question that helps them understand that Lola is getting her ideas about how to play from the stories she reads.

How do you think Lola got the idea to dress up as a fairy princess?

*Anticipated response:* She got the idea from reading a book about a fairy princess.
6. Language Development

During this language development activity you will help children learn to ask questions using the words who and where.

- Turn to pages 1 and 2 and model using the word who.

- Turn to pages 3 and 4 and give children opportunities to ask and answer questions using the word who. One child will ask a question using the word who and the other children will answer it.

- Turn to pages 1 and 2 and model using the word where.

- Turn to pages 3 and 4 and give children opportunities to ask and answer questions using the word where.

Today we are going to play a question game. You are going to practice asking questions with the words who and where.

Who is used when you want to ask a question about a person. Who goes to the library with Lola?

Now it is your turn to make up and answer questions using the word who.

Anticipated response: Lola’s daddy goes to the library with her.

Some anticipated responses:
Who has red shoes? The girl with red hair. Who is reading? The boy with tan shoes.

Where is used when you want to ask a question about a place. Where does Lola go with her daddy?

Now it is your turn to make up and answer questions using the word where.

Anticipated response: Lola goes to the library.

Some anticipated responses:
Where is Lola? Lola is at the library. Where is the boy? The boy is at the library.

7. Center Time

- Locate the picture cards for the topic words librarian, construction worker, pilot, doctor and farmer.

- Show each picture to the children as you read the script on the back of the card.

- Point to key elements of the pictures as you talk about them.

- Ask children if they can name other kinds of workers.

We are going to learn the names of different kinds of workers. In the story, Lola loves stories, so the first worker we will learn about is a librarian.

Can anyone name other kinds of workers?

Anticipated response: Open-ended.
Phonological Awareness

- Work with children to develop their phonological awareness through clapping fingers for the number of syllables that appear in each word.

Let’s see how many syllables each word has by clapping our fingers. I am going to say a word and we are going to clap our fingers for each syllable. Ready?

- **Fierce.** [Clap as you say the word.] Only one syllable! Can you say *fierce* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

- **Read.** Only one syllable! Can you say *read* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

- **Lo-la.** Two syllables! Can you say *Lola* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

- **Fan-tas-tic.** Three syllables. Can you say *fantastic* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

- **Fan-cy.** Two syllables. Can you say *fancy* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

- **Sto-ry.** Two syllables. Can you say *story* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

- **Ex-cel-lent.** Three syllables. Can you say *excellent* three times with me, clapping the syllables with your fingers? Anticipated response: Children clap and repeat.

2. Writing Development

This shared writing practice will help children use a combination of drawing, dictating and writing to compose an opinion piece in which they describe their favorite part of the book.

- Write *Lola Loves Stories* at the top of a chart paper or whiteboard.
2. Writing Development (continued)

- Read the title and then ask children to read the title as you point to each word.
- Tell children they will write about their favorite part of the book. Tell children your favorite part of the book.
- Have children talk about their favorite parts in pairs.
- Elicit some responses. Prompt extended answers by asking children why they like their favorite part.
- As children share their ideas, write what they say on the chart paper or whiteboard. Read each line as you write it and then read it again, pointing to each word as children read aloud with you.
- Depending on children’s ages, name capital letters and punctuation marks.
- Have children draw a picture on their writing handouts that shows their favorite part of the story. Go around the room and have children describe their pictures. Write what they say underneath their pictures. Have children who are more advanced write about their own pictures using invented spelling. Have individual children read aloud with you the words under their pictures.

Let’s all read the title together.

PARTNER TALK

Now you are going to tell your partner about your favorite part of the book. I am going to write down what some of you tell me. Then we will all read what I have written.

Now you are going to draw a picture about your favorite part of the book. I will come around and write what you tell me about your favorite part.

Anticipated response: Children read along with you.
Name ________________________________

Draw a picture of your favorite part of *Lola Loves Stories*.

Write about your favorite part of *Lola Loves Stories*.

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Lola Loves Stories
Family Literacy Activity

Name_______________________________________________________________

Instructions

1. Visit your local library with your child.

2. Talk about what you see. Encourage your child to use new words.

3. Have your child draw a picture of your trip.

4. Ask your child to tell you about the picture. Write what your child says. Ask questions to help your child tell you more about the picture. Fill up as many lines as you can. Then point to each word as you read the words aloud and have your child follow along.

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____________________________________________________________________
A Lola le Encantan los Cuentos
Actividad de Alfabetización Familiar

Nombre ______________________________________________________________

**Instrucciones**

1. Visiten su biblioteca local con su niño/a.
2. Hablen de lo que se ve. Álilente a su niño/a a usar palabras nuevas.
3. Pidale a su niño/a que haga un dibujo de su viaje.
4. Pidale a su niño/a que le cuente sobre el dibujo. Escribe lo que dice tu niño/a. Haga preguntas para ayudarle a su niño/a a contarle más sobre el dibujo. Llene tantas líneas como sea posible. Luego señale cada palabra mientras lee las palabras en voz alta y haga que su niño/a lo siga.

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Lesson One: Vocabulary Development

Let’s look at a picture that helps us understand the word excellent.

This is an excellent breakfast. [Point to the bowl of cereal in the picture.] There is cereal, fruit and milk. It tastes very good. It is also good for you.

Excellent means that something is very good! It is not awful or terrible.

En español excelente quiere decir excelente.

Let’s all say “excellent” three times.

In the story, Lola finds some excellent books.

PARTNER TALK
If you could have an excellent meal, what would it be? Describe it. Anticipated response: Open-ended.

Other things can be excellent also. If you are an excellent basketball player, you score lots of points. Let’s pretend we are excellent players and shoot some baskets. [Act out.]

What is the letter name? What sound does the letter “e” make?

As we read, listen for the word excellent. If you hear it, wiggle your ears.

Lesson Two: Reinforcement
Remember, excellent means that something is very good. Lola picked some excellent books. We saw a picture of an excellent breakfast. There was cereal, fruit and milk. It tasted very good and was good for you.

I am going to name some things. If they are excellent, put your thumbs up and say “excellent.” If they are not excellent, put your thumbs down and stay quiet.

- A friend who helps you. [Pause for children to respond.] Thumbs up. A friend who helps you is an excellent friend.

- Crossing the street when there is a red light. [Pause for children to respond.] Thumbs down. Crossing the street when there is a red light is not an excellent thing to do. It is a terrible thing to do.

- A really good swimmer. [Pause for children to respond.] Thumbs up. A really good swimmer is an excellent swimmer.
scientist
This is a picture of scientists.

Let’s pretend to be scientists and shake our test tubes.

A scientist studies things to understand how they work.

If it helps people who are sick, medicine to see if it helps people who are sick.

In this picture, we see scientists studying scientist.

Let’s all say, “We were scientists and we shook up our test tubes.”

Act out.

Let’s pretend to be scientists and shake how they work.

Lola loves stories.

Scientist

Spanish translation

científico

Scientist

Topic word

Spanish translation

Lola Loves Stories

2016 Center for English Language Learners at the American Institutes for Research
Saw
This is a picture of saw. [Point to the saw in the picture.]

In this picture we can see a saw being used to cut a piece of wood.

A saw is a tool for cutting wood or metal.

Let’s pretend we are cutting a piece of wood with a saw. [Act out.]

Let’s all say, “We cut a piece of wood with a saw.”
About AIR and the Education Program
Established in 1946, American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research on important social issues and delivers technical assistance, both domestically and internationally, in the areas of education, health and workforce productivity.

AIR focuses on improving teaching and learning to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education. Our reputation is built on a solid foundation of providing high-quality services in research, analysis, technical assistance, assessment and strategic planning to school districts, states and the federal government as well as to industry, organizations and foundations.

About the Center for English Language Learners
The Center for English Language Learners at AIR is committed to reducing the achievement gap and improving outcomes for English language learners (ELLs) by conducting rigorous research as well as connecting research to policy and practice.

The Early Childhood Team is led by a nationally renowned expert, Diane August, Ph.D. She is supported by skilled AIR team members who have worked with schools, districts, universities, nonprofits and government agencies to improve outcomes for ELLs.

Diane August, Ph.D., is a Managing Researcher at AIR responsible for directing the English language learner work. Her area of expertise is the development of science, language and literacy skills and knowledge in preschool and school-age ELLs. Dr. August brings 40 years of experience in the many aspects of educating language-minority children. She began her career as a public school teacher and administrator.

Ashley Simpson Baird, Ph.D., is a Researcher and Technical Assistance Consultant at AIR. Her areas of expertise include language and literacy acquisition in English and Spanish and family engagement. Dr. Simpson Baird has worked with preschoolers through adult language learners. She has worked as a teacher, administrator and coach. She is bilingual in English and Spanish.

Lauren Artzi is a researcher with expertise in second language education PK–12, intervention research and multi-tiered systems of support. She is currently participating in research, technical assistance and product development associated with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center and with AIR’s Center for English Language Learners.