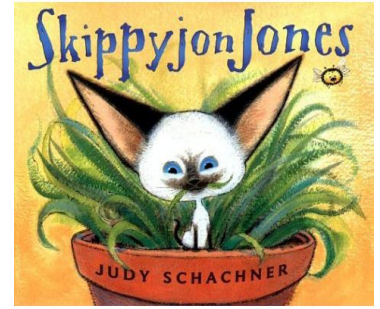


Skippyjon Jones

Written and illustrated by: Judy Schachner

Skippyjon Jones is a highly imaginative, mischievous Siamese cat. Skippy goes on all sorts of adventures while being confined to his bedroom. His imagination takes him to Old Mexico where he becomes a hero, but will his imagination be too much for his mother? This book includes interactive songs that lend it to reading aloud!



Possible strategies for instruction:

Comprehension:

- **Infer and Support with Evidence**
 - Students will need to make on-going inferences about the meaning of Spanish phrases throughout this book. When you come to a phrase that has Spanish pause and ask students to infer what it could mean. Remind students they must use context clues + text connections to support their inference.
 - Por que?
 - Yo quiero frijoles
 - Vamos, Skippito
- **Make a Picture or Mental Image**
 - This story is perfect to use in teaching visualization! Be sure to draw attention to the fact that the majority of the story takes place in Skippy's imagination. Read each page aloud without showing pictures to allow students to visualize what is happening. Read the section of the story where Skippy Jon is in "Old Mexico" but still really in his closet. Have students use their imagination to illustrate pictures of the inside of Skippy's closet, A.K.A. his imagination.

Accuracy:

- **Skip the Word, Then Come Back:**
 - Prior to reading, select a few words in the text to cover up. While reading the text, model this strategy by skipping over the covered word and reading the rest of the sentence. Then, return to the sentence, viewing only the first letter of the covered word. Using the first letter and the context of the sentence, try to figure out the word. This strategy will work with many words in this text. A few to try include:
 - Serious (4), Spanish (8), Siamese (11), Siesta (17), landscape (20)

- **Trade a word/guess a word that makes sense:**
 - Prior to reading explain that especially with names or hard to pronounce words students can trade in a word that has a similar meaning without having to stumble over the same word every time they come to it. While reading find a Spanish word that is challenging and stumble all over it making it hard to understand. Then go back and discuss what the word means in context. Ask students to give you one or two synonyms and pick one to substitute in every time you come to the word.
 - Try these words: Alfredo Buzzito, Sippito Friskito, Los Chimichangos

Fluency:

- **Use Punctuation to Enhance Phrasing and Prosody:**
 - This text provides many opportunities to use intonation when reading. When using this strategy, think aloud and tell your students to notice the up and down of your voice. Explain to them why your tone changes as you read a question versus a statement.
 - Pg. 5: “And stay out of your closet,”
 - Pg. 7: “Holy Guacamole!”
 - Pg. 7: “What was that?”
 - Pg. 8: I am a Chihuahua!

Expand Vocabulary:

- **Tune In To Interesting Words and Use New Vocabulary in Speaking and Writing:**
 - Select 2 – 3 words from the text. Introduce the words to students. When coming across them in reading, say them, have students say them, write them, add them to the word collector, and continue to revisit these words daily to provide multiple exposure and enhance comprehension. Possible choices include:
 - Chihuahua, incognito, loco, decreed, shimmied, castanets, hovered, rifled

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.