

K-5 Spanish Literacy Kits Grade 1 Sampler

CCSS-based Lesson
Plans supporting the
6 Instructional Shifts



Authentic Spanish-language works in various genres and levels of text complexity (based on Lexile and the Fountas and Pinnell GR Leveling System)

Science and Social Studies informational texts

Array of classic and contemporary literature

Spanish translations of books included in CCSS Exemplar List (Appendix B)



Log on to learn more:

commoncore.santillanausa.com/spanishliteracy



A⁺ Common CORE Spanish Literacy

K-5 Spanish Literacy Kits offer a balanced library of high-quality Spanish-language titles, 50% informational and 50% literary, with Common Core-based Lesson Plans.



Each grade-level Literacy Kit includes:

- 20 books per grade level
- 10 informational texts
- 10 literary texts
- Common Core-based Lesson Plans for each book
- Vocabulary and Reading Comprehension worksheets (blackline masters) for each book

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Titles included in K-5 Spanish Literacy Kits

Included in this sampler

	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE K				
Tr	Informational	¿Cómo crecen las plantas?	BR	C
OS	Informational	¿Qué quieres ser?	30L	C
Tr	Informational	Corre, nada, vuela	100L	D
Tr	Informational	Détente y sigue, rápido y lento: Mover objetos de diferentes maneras	100L	D
OS	Informational	El libro de los sentidos	110L	E
OS	Informational	¡Bienvenidos a Kindergarten!	210L	D
OS	Informational	Aquí vivo yo	250L	E
OS	Informational	¿Qué clase te gusta más?	430L	D
OS	Informational	Pasos	570L	M
Tr	Informational	Las mejores amigas del sol	680L	L
OS	Literary	El papalote	180L	D
OS	Literary	Patito, ¿dónde estás?	210L	C
OS	Literary	Mi día de la A a la Z	310L	C
OS	Literary	Muñeca de trapo	340L	C
OS	Literary	Los cazadores de monstruos	380L	H
OS	Literary	Me encantan los <i>Saturdays</i> y los domingos	530L	K
OS	Literary	La hamaca de la vaca	560L	F
OS	Literary	Teatrín de Don Crispín	N/A Drama	K
OS	Literary	Pimpón	N/A Poetry	N/A
OS	Literary	Todo es canción: Antología poética	N/A Poetry	N/A

	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE 1				
OS	Informational	Hogares	240L	D
OS	Informational	Quiero viajar	240L	D
Tr	Informational	Adaptaciones de las plantas	250L	G
Tr	Informational	Mi sombra y yo: Un libro sobre la luz	300L	H
Tr	Informational	¿Flota o se hunde?	350L	I
OS	Informational	El campo y la ciudad	360L	D
Tr	Informational	El poder del imán	400L	J
OS	Informational	El primer Día de Acción de Gracias	420L	F
Tr	Informational	Tomemos en cuenta los sentidos	600L	M
OS	Informational	¿Quién nacerá aquí?	N/A Poetry	I
OS	Literary	Rebeca	140L	C
OS	Literary	Sueños	340L	D
Tr	Literary	Osito	360L	K
Tr	Literary	Sapo y Sepo, inseparables	420L	K
Tr	Literary	La visita de Osito	470L	I
OS	Literary and Informational	Celebra el Mardi Gras con Joaquín, arlequín	480L	G
OS	Literary	Caperucita Roja (tal como se la contaron a Jorge)	580L	H
OS	Literary	Escenario de Polichinela	N/A Drama	M
OS	Literary	¡Qué confusión!	N/A Poetry	M
OS	Literary	Había una vez una princesa	N/A Rebus	G

OS Original Spanish

Tr Translation

○	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE 2				
Tr	Informational	La superficie cambiante de la Tierra	400L	J
Tr	Informational	¡Zas! ¡Es la electricidad!	500L	L
Tr	Informational	¿Hacia dónde se va el agua?	550L	M
Tr	Informational	Las señales del cuerpo	580L	M
Tr	Informational	¿Comen hierba los tigres?	690L	L
Tr	Informational	¿Quién manda en los bosques?	780L	M
OS	Informational	Azul y verde	800L	K
OS	Informational	Conoce a Simón Bolívar	800L	O
OS	Informational	Ahí viene el lobo gris	820L	P
Tr	Informational	La aventura de la papa	860L	K
OS	Literary	Amigos	360L	G
OS	Literary	Una fiesta saludable	390L	F
OS	Literary and Informational	Celebra el Cinco de Mayo con un jarabe tapatío	520L	J
OS	Literary and Informational	Celebra el Día de Acción de Gracias con Beto y Gaby	590L	J
OS	Literary	De carta en carta	630L	N
OS	Literary	Julietta, ¿qué plantaste?	830L	K
OS	Literary	Paco: un niño latino en Estados Unidos	930L	N
OS	Literary	Tablado de Doña Rosita	N/A Drama	P
OS	Literary	Rosa alada	N/A Poetry	H
Tr	Literary	El mejor regalo del mundo: la leyenda de la Vieja Belen	N/A Poetry	L

○	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE 3				
Tr	Informational	Semillas, abejas y polen	500L	L
Tr	Informational	La rotación y la traslación	630L	O
Tr	Informational	Construyamos una pirámide: Las máquinas simples	660L	O
OS	Informational	Vuelo del quetzal	680L	M
Tr	Informational	Así nace...un pato	720L	N
Tr	Informational	Michelle Obama: Primera dama y "primera mamá"	720L	N
Tr	Informational	El clima	725L	R
Tr	Informational	Así nace...una mariposa	730L	N
Tr	Informational	Historia de una semilla	730L	P
Tr	Informational	Construir casas verdes	775L	S
OS	Literary	Natacha	490L	N
Tr	Literary	Judy Moody y la vuelta al mundo en ocho días y medio	500L	N
Tr	Literary	Huir hacia la libertad	560L	N
Tr	Literary	El dedo mágico	600L	O
Tr	Literary	El niño que pagaba el pato	600L	Q
Tr	Literary	El lugar más bonito del mundo	880L	M
OS	Literary	La abeja de más	920L	L
OS	Literary	María: una niña latina en Estados Unidos	970L	O
OS	Literary	Chuchurumbé	N/A Poetry	N/A Poetry
OS	Literary	¡Viva la tortuga!	N/A Poetry	M

OS Original Spanish

Tr Translation



	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE 4				
Tr	Informational	¿Los animales se comunican?	680L	O
Tr	Informational	¿Quién fue Benjamín Franklin?	700L	Q
Tr	Informational	¿Quién fue Harriet Tubman?	700L	Q
Tr	Informational	Un río de piedras de lava rojas y calientes	730L	P
OS	Informational	Camino	730L	Q
Tr	Informational	Uso de instrumentos científicos	875L	V
OS	Informational	El abecé visual del cuerpo humano	910L	W
OS	Informational	Ojos del jaguar	940L	Q
OS	Informational	El abecé visual de los animales domésticos y de granja	970L	S
OS	Informational	El abecé visual de bosques, selvas, montañas y desiertos	1050L	V
OS	Literary	Chat Natacha chat	680L	O
Tr	Literary	Matilda	740L	U
OS	Literary	Verde fue mi selva	790L	R
Tr	Literary	Béisbol en abril y otros cuentos	810L	R
OS	Literary	¡Extra! ¡Extra!	840L	M
OS	Literary	El señor del cero	860L	R
OS	Literary	Un día más y otras historias: Cuentos sobre animales en peligro de extinción	870L	R
OS	Literary	Mamire, el último niño	880L	U
Tr	Literary	Cuentos en verso para niños perversos ("Caperucita Roja y el Lobo")	N/A Poetry	Q
OS	Literary	Las cosas que odio y otras exageraciones	N/A Poetry	Q

	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE 5				
Tr	Informational	¿Quién fue Ana Frank?	670L	Q
Tr	Informational	Mi investigación	690L	P
Tr	Informational	Nuestra huella en la Tierra	825L	U
Tr	Informational	Cadenas y redes alimentarias	875L	V
OS	Informational	El abecé visual de La Tierra	960L	Y
OS	Informational	El abecé visual del universo	960L	X
OS	Informational	El abecé visual de la historia	1000L	U
OS	Informational	El abecé visual de las grandes construcciones	1010L	V
OS	Informational	El abecé visual de los medios de transporte	1020L	W
OS	Informational	El abecé visual de los inventos que cambiaron el mundo 1	1050L	V
OS	Literary	Los agujeros negros	580L	S
Tr	Literary	Al Capone me lava la ropa	610L	X
Tr	Literary	Asmir no quiere pistolas	680L	T
OS	Literary	La Emperatriz de los Etereos	770L	Y
Tr	Literary	Charlie y la fábrica de chocolate	800L	T
Tr	Literary	El jardín secreto	830L	U
OS	Literary	Dioses y héroes de la mitología griega	900L	T
OS	Literary	El coyote tonto	900L	S
OS	Literary	Caminantes del sol	940L	Y
OS	Literary	El Reino del Revés	N/A Poetry	N/A

OS Original Spanish

Tr Translation



Lesson Walk-Through

Each Grade-level literacy kit includes lesson plans and activities for each book, supporting the six instructional shifts required to meet the CCSS.

Staircase of Complexity

INSTRUCTIONAL SHIFT:
Staircase of Complexity



Lessons are designed to help prepare students for the complexity of college and career texts, as they progress through each grade-level library pack. Each book serves as the core text around which instruction is centered. Lessons aid teachers, providing necessary scaffolding and support in order to guide students who are reading below grade level to develop the skills needed to understand the selection.

A+ COMMON CORE
Spanish Literacy

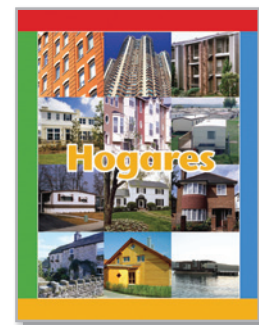
GRADE 1

LESSON PLAN AND ACTIVITIES

Written in accordance with the CCSS and TEKS

Author: AMY WHITE

Translation/Adaptation: LADA J. KRATKY



Together we foster lifelong readers

SANTILLANA USA
Language Education Experts

COMPLEXITY

F&P Guided Reading Level D / Lexile Level 240L

TEXT TYPE

Informational Text: Social Studies

OBJECTIVES

- ✦ Recognize an informational text.
- ✦ Ask and answer questions about key details in a text.
- ✦ Identify the main topic, and retell key details in a text.
- ✦ Ask and answer questions to determine meaning.
- ✦ Use the illustrations and details in a text to describe its key ideas.
- ✦ Use a variety of digital tools to produce and publish writing, in collaboration with peers.
- ✦ Produce complete sentences.
- ✦ Activate prior knowledge.
- ✦ Blend spoken phonemes to form syllables and words.
- ✦ Decode words with the silent "h."
- ✦ Develop drafts by sequencing ideas.

MATERIALS

- ✦ boxes and cardboard rolls
- ✦ newspaper, flour, large bowls
- ✦ paint and brushes
- ✦ housing/real estate magazines
- ✦ paper, pencils, scissors, and crayons
- ✦ *Tabla de dos columnas* (Graphic Organizer #16)*

SUMMARY

There are many different types of places in which people live. Some live in tall buildings and some in short ones. Some homes are wide, and some are long. Some houses can move, even on the water! How are these homes similar and different?

STANDARDS

CCSS RI 1.5, RI 1.1, RI 1.2, RI 1.4, RI K.7, RF 1.3, W 1.2, W 1.6, SL 1.6, L 1.6

TEKS 1.1.E, 1.2.C, 1.3.F, 1.5.A, 1.14.A, 1.17.B, 1.26.A, 1.27.A, 1.28.A

NCSS III. People, Places, and Environments

* To download the Spanish Graphic Organizers in this lesson go to: commoncore.santillanausa.com/spanishliteracy

A+ Common Core Spanish Literacy Lesson Plan © Santillana USA

Lessons aligned
to CCSS and to
TEKS

Balancing Informational and Literary Text

INSTRUCTIONAL SHIFT:

Balancing Informational and Literary Text

Each grade-level literacy pack includes a 50/50 balance of Informational and Literary Texts.

COMPLEXITY
F&P Guided Reading Level D / Lexile Level 240L

INSTRUCTIONAL SHIFT:
Staircase of Complexity

TEXT TYPE
Informational Text: Social Studies

INSTRUCTIONAL SHIFT:
Balancing Informational and Literary Text

OBJECTIVES

- Recognize an informational text.
- Ask and answer questions about key details in a text.
- Identify the main topic, and retell key details in a text.
- Ask and answer questions to determine meaning.
- Use the illustrations and details in a text to describe its key ideas.
- Use a variety of digital tools to produce and publish writing, in collaboration with peers.
- Produce complete sentences.
- Activate prior knowledge.
- Blend spoken phonemes to form syllables and words.
- Decode words with the silent "h."
- Develop drafts by sequencing ideas.

MATERIALS

- boxes and cardboard rolls
- newspaper, flour, large bowls
- paint and brushes
- housing/real estate magazines
- paper, pencils, scissors, and crayons
- Tabla de dos columnas (Graphic Organizer #16)*

SUMMARY
There are many different types of places in which people live. Some live in tall buildings and some in short ones. Some homes are wide, and some are long. Some houses can move, even on the water! How are these homes similar and different?

STANDARDS
CCSS RL 1.5, RI 1.1, RI 1.2, RI 1.4, RI K.7, RF 1.3, W 1.2, W 1.6, SL 1.6, L 1.6
TEKS 1.1.E, 1.2.C, 1.3.E, 1.5.A, 1.14.A, 1.17.B, 1.26.A, 1.27.A, 1.28.A
NCSS III. People, Places, and Environments

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2 Hogares

Grade 1 Literacy Kit 50/50 Balance

OS Original Spanish

Tr Translation

	TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL		TEXT TYPE	BOOK TITLE	LEXILE	F&P GR LEVEL
GRADE 1									
OS	Informational	Hogares	240L	D	OS	Literary	Rebeca	140L	C
OS	Informational	Quiero viajar	240L	D	OS	Literary	Sueños	340L	D
Tr	Informational	Adaptaciones de las plantas	250L	G	Tr	Literary	Osito	360L	K
Tr	Informational	Mi sombra y yo: Un libro sobre la luz	300L	H	Tr	Literary	Sapo y Sepo, inseparables	420L	K
Tr	Informational	¿Flota o se hunde?	350L	I	Tr	Literary	La visita de Osito	470L	I
OS	Informational	El campo y la ciudad	360L	D	OS	Literary and Informational	Celebra el Mardi Gras con Joaquín, arlequín	480L	G
Tr	Informational	El poder del imán	400L	J	OS	Literary	Caperucita Roja (tal como se la contaron a Jorge)	580L	H
OS	Informational	El primer Día de Acción de Gracias	420L	F	OS	Literary	Escenario de Polichinela	N/A Drama	M
Tr	Informational	Tomemos en cuenta los sentidos	600L	M	OS	Literary	¡Qué confusión!	N/A Poetry	M
OS	Informational	¿Quién nacerá aquí?	N/A Poetry	I	OS	Literary	Había una vez una princesa	N/A Rebus	G

Academic Vocabulary

INSTRUCTIONAL SHIFT: Academic Vocabulary



Vocabulary lesson helps teachers constantly build students' ability to access more complex texts across the content areas. Lessons include Tier 2 and Tier 3 Vocabulary:

- **Tier 2 Core Vocabulary:** High frequency/multiple meaning words
- **Tier 3 Academic Vocabulary:** Low frequency, context-specific vocabulary

The Vocabulary Development section, based on Marzano's Six Steps for Teaching Vocabulary, focuses on identifying new vocabulary, asking students to restate descriptions, explain terms in their own words, discuss vocabulary with one another, and play games with the words.

VOCABULARY

ancho(a) – *amplio* / wide
mucho – *abundante* / many; very much
poco – *que no tiene mucho* / little; not much; not many
largo(a) – *que tiene longitud* / long
móvil – *que puede moverse* / mobile
unido(a) – *conectado* / connected
individual – *separado* / individual; single

Advanced Vocabulary

apartamento – *vivienda pequeña* / apartment
casa – *hogar; domicilio* / home; house
edificio – *construcción de varios pisos* / building
hogar – *vivienda* / home
ladrillo – *bloque de barro rectangular que se usa para hacer paredes* / brick
piedra – *roca* / rock; stone
piso – *nivel de un edificio* / floor; story
madera – *parte del tronco de un árbol* / wood
flotan (flotar) – *mantenerse encima del agua sin hundirse* / to float

VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures and gestures to explain the meaning of each word.
- Be sure that students understand all the vocabulary necessary to complete the activities. Review directions and commands, such as *nombra, describe, dibuja, compara y contrasta*, etc., as necessary.
- As you read the text, have students keep a record of other unknown words. Allow students time to re-read the sentence containing the word and use context clues and the images on the page to help them determine the meaning. If additional help is needed, discuss the meanings with the students in small groups or in one-on-one conferences. Encourage students to use dictionaries to help them find the meanings of unknown words.
- Write the word *apartamento* on the board. Ask students to describe how that word is similar to the English translation, apartment. Repeat with *móvil* (mobile), *individual* (individual), *unida* (united), *flotar* (to float). Explain that these words are cognates, or words that look or sound similar to each other in two languages. Have students name other cognates that they know.
- Have students create a list of antonyms and synonyms for *mucho, poco, unida, larga, ancha, and móvil*.
- Assign each student or pair of students a vocabulary word. Have them create riddles for their word. Then have them read their riddle out loud and have the rest of the class guess the correct word. For example: *Es rectangular y de barro*. (It is rectangular and made of clay.)
- Create a memory game. Write the vocabulary words on cards and the definitions on other cards. Shuffle the cards and place them face down. Have students turn two cards over to try to find a match of the word and its definition. Continue play until all matches have been found.

A+ Common Core Spanish Literacy Lesson Plan © Savvas Learning USA

Nombre: _____

Vocabulario

unidas flotan ancha pisos

A Completa.

- El edificio de apartamentos tiene muchos pisos.
- Algunas casas flotan en el agua.
- Hay casas unidas con otras.
- Una casa móvil puede ser ancha.

B Escribe el antónimo.

- larga corta
- poco mucho
- unida separada
- ancha estrecha / angosta

C Contesta.

¿De qué materiales pueden ser las casas?

- Las casas pueden ser de Possible answer: Las casas pueden ser de madera, de piedra o de ladrillos.
- Escribe dos palabras que describan una casa.
Possible answer: ancha y bonita; larga y blanca.

Lessons include vocabulary development activities to help students apply the new terms learned and help teachers gauge student understanding.

Text-Based Answers

INSTRUCTIONAL SHIFT:
Text-Based Answers

The Pre-Reading, Reading, and Post-Reading sections use Bloom's Taxonomy, reading strategies, and activities designed to help students comprehend texts, draw conclusions, make inferences, and apply and extend upon what has been learned.

Pre-Reading section focuses on activating prior knowledge and introducing new vocabulary.

READING

PRE-READING

- ▶ Show students the cover of the book. Have them identify the author's name and the title of the story. Then conduct a picture walk through the book and have students explain how the photographs in the book might be able to help them understand the content and words on each page.
- ▶ Write the word *hogar* on the board. Point out to students that the letter *h* in Spanish is silent. Write other words in Spanish that begin with the letter *h* and have students practice pronouncing the words, such as *honor, hormiga, hormo, hacha, helado*.
- ▶ Discuss the basic needs of humans—*aire, comida, refugio y agua* (air, food, shelter, and water). Discuss what a shelter is and why it is important for survival. Elicit that it keeps people safe, protects people from weather conditions, and provides a place for people to eat and sleep.

READING

- ▶ Read the text aloud to students. Then have students read along with you, tracking print. Be sure to demonstrate proper fluency and inflection for students to mimic.
- ▶ Ask students: *¿Qué tipo de libro es este? ¿El libro presenta un cuento o presenta información?* (What kind of book is this? Does it tell a story or give information?) *¿Tiene muchas imágenes o pocas?* (Does it have a lot of images or few?) Explain that it is an informational text because it provides information about a topic. Elicit that informational books usually have photos instead of illustrations.
- ▶ Divide the class into small groups. Have students take turns reading the text in the groups. Assign specific questions for students to locate the answers to and report on as a group. For example: *¿Cómo son las casas móviles?* (What are the mobile homes like?) *¿Cuántos tipos de hogares hay?* (How many types of homes are there?)
- ▶ Re-read and show pages 3–5. Ask students what they believe the advantages and disadvantages are of living in apartment buildings. Let students have a debate about the benefits and non-benefits of living in such homes. Students can document their ideas in a two-column chart (Graphic Organizer #16) to present to the class.
- ▶ Re-read and show pages 6–8. Ask students *¿Cómo son las casas?* (What are the houses like?) Have students explain why they think these types of homes are built. Elicit: to save room and allow more families to live in a given area.
- ▶ Re-read pages 13–16 and ask: *¿Por qué se usan diferentes materiales para construir esos hogares?* (Why are different materials used to build those homes?) Elicit that sometimes people use materials that are available in the areas in which they live, or for a purpose, such as to strengthen a house in an area that experiences many hurricanes or floods.
- ▶ Divide the class into groups and have them research where the different types of homes mentioned in the text are located. Create a three-column chart on the board and label the columns *urbano* (urban), *suburbano* (suburban), and *rural* (rural). Be sure students understand the characteristics of each of these areas. Have students use sticky notes or images to place in the different columns on the chart.

INSTRUCTIONAL SHIFT:
Text-based Answers

Reading section provides reading and scaffolding strategies and differentiated instruction to help make text comprehensible to students below level, while also challenging students at- and above-level.

Reading
Comprehension
Activity

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Have above-level students read with below-level students to act as mentors/tutors.
- For comprehension, ask students the following questions: *Nombra un tipo de hogar.* (Name one type of home.) *Un edificio de apartamentos, ¿tiene muchos o pocos hogares?* (Does an apartment building have many homes or few?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- For comprehension, ask students: *¿Qué es un hogar?* (What does the word "home" mean?) *¿En qué se parecen?* (How is it the same?) *¿Qué palabras puedes usar para describir un hogar?*

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Students may also read the text with a partner to check for understanding.
- For comprehension, ask students: *¿En qué se parecen?* (How is it the same?) *¿Qué palabras puedes usar para describir un hogar?*

Post-Reading section includes activities that encourage students to summarize, engage in critical thinking, and apply/expand upon what they have learned.

POST-READING

- ▶ Explain to students that the most important thing the author says in a story or a paragraph is called the main idea. Reread the text and help students identify the main idea: *"Hay muchos hogares diferentes en el mundo."* (There are many different types of homes in the world.)
- ▶ Discuss the main idea with students. Ask: *¿Por qué hay tantos hogares diferentes?* (Why are there so many different homes?) Elicit that it depends on where the homes are located. For example, tall apartment buildings are often found in places with little room for building. Have students present explanations as to why people would live in each of those types of homes.
- ▶ Hold a discussion with students about the pros and cons of living in each of the types of homes presented in the text. Students can first create a list using a two-column chart (Graphic Organizer #16), labeling the columns *A favor* and *En contra*. Then have students share their lists with a partner, in a group, and finally with the class.
- ▶ Hold a discussion with students by asking: *¿En cuál de los hogares presentados en el libro quisieran vivir?* *¿Por qué?* (In which home presented in the book would you want to live? Why?)

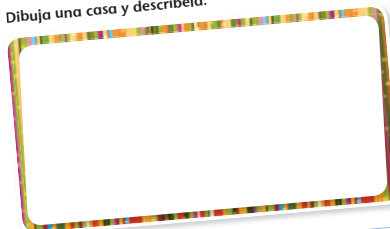
Hogares 5

Nombre: _____

Contesta.

1. Un edificio de apartamentos, ¿tiene muchos o pocos hogares? ¿Por qué? *Possible answer: Tiene muchos hogares. Porque tiene muchos pisos.*
2. ¿En qué se diferencia un edificio de apartamentos de una casa? *Possible answer: El edificio de apartamentos tiene más pisos.*
3. ¿Por qué crees que hay personas que viven en casas que flotan? *Possible answer: Porque les gusta el agua.*

Dibuja una casa y descríbela.



La casa es _____

Close
Reading and
Text-Dependent
Questions

8 Hogares

Lesson Walk-Through

Knowledge in the Disciplines

INSTRUCTIONAL SHIFT:

Building Knowledge in the Disciplines

Lessons make connections to the content areas, allowing students to learn through domain-specific texts. Students learn science and/or social studies concepts from what they read.

Writing From Sources

INSTRUCTIONAL SHIFT:

Writing From Sources

Writing activities encourage students to write in response to the ideas, events, facts, and arguments presented in the texts they read. Activities focus on the three main writing formats:

- Argumentative
- Informational/Expository
- Narrative

CONNECTION WITH CONTENT AREAS:

SCIENCE, SOCIAL STUDIES

INSTRUCTIONAL SHIFT:

Building Knowledge in the Disciplines

► Direct students to page 9 of the text. Have them compare and contrast the two images of *bosque* (forest; woods). Write the word *bosque* in a concept web on the board. Have students brainstorm animals and types of plants that they might find in the forest or woods. Then conduct some research as a class to find out how the young forest animals and plants are similar to their parents. Assign groups of students one of the forest plants or animals that was researched and ask them to create a poster comparing and contrasting the young plant or animal to its parent, with regard to appearance and behavior. Have groups present their posters to the class.

► Ask students to write a letter to their grandmother (or other distant relative). Have them describe the types of foods they would bring to their relatives and explain why they chose that food.

WRITING

INSTRUCTIONAL SHIFT:

Writing from Sources

► Re-write the story of *Caperucita Roja* in a modern way as a class. Brainstorm with students what they want Little Red Riding Hood and the wolf to look like, and the setting. Options may be to include more technology, such as cell phones, computers, and GPS for Little Red Riding Hood to communicate with her grandmother and find her way to the grandmother's house better. Elicit the wording for the story from students. Have students complete this activity by having them give words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flashcards. Read the story aloud as a whole. Then assign groups of students parts of the story to illustrate. Put the book together and place it in the classroom library for students to access at their leisure. ✓

Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.

6 Caperucita Roja (tal como se la contaron a Jorge)



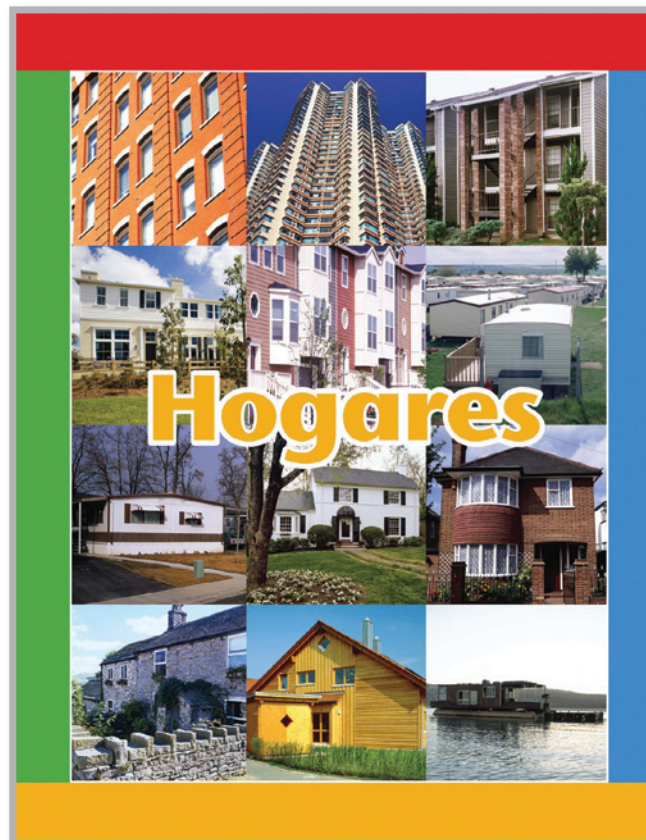
GRADE 1

LESSON PLAN AND ACTIVITIES

Written in accordance with the **CCSS** and **TEKS**

Author: **AMY WHITE**

Translation/Adaptation: **LADA J. KRATKY**



Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level D / Lexile Level 240L

INSTRUCTIONAL SHIFT:
Staircase of Complexity

TEXT TYPE

Informational Text: Social Studies

INSTRUCTIONAL SHIFT:
Balancing Informational and Literary Text

OBJECTIVES

- Recognize an informational text.
- Ask and answer questions about key details in a text.
- Identify the main topic, and retell key details in a text.
- Ask and answer questions to determine meaning.
- Use the illustrations and details in a text to describe its key ideas.
- Use a variety of digital tools to produce and publish writing, in collaboration with peers.
- Produce complete sentences.
- Activate prior knowledge.
- Blend spoken phonemes to form syllables and words.
- Decode words with the silent "h."
- Develop drafts by sequencing ideas.

MATERIALS

- boxes and cardboard rolls
- newspaper, flour, large bowls
- paint and brushes
- housing/real estate magazines
- paper, pencils, scissors, and crayons
- *Tabla de dos columnas* (Graphic Organizer #16)*

SUMMARY

There are many different types of places in which people live. Some live in tall buildings and some in short ones. Some homes are wide, and some are long. Some houses can move, even on the water! How are these homes similar and different?

STANDARDS

CCSS RL 1.5, RI 1.1, RI 1.2, RI 1.4, RI K.7, RF 1.3, W 1.2, W 1.6, SL 1.6, L 1.6

TEKS 1.1.E, 1.2.C, 1.3.F, 1.5.A, 1.14.A, 1.17.B, 1.26.A, 1.27.A, 1.28.A

NCSS III. People, Places, and Environments

* To download the Spanish Graphic Organizers in this lesson go to: commoncore.santillanausa.com/spanishliteracy

VOCABULARY

INSTRUCTIONAL SHIFT:

Academic Vocabulary

ancho(a) – *amplio* / wide
mucho – *abundante* / many; very much
poco – *que no tiene mucho* / little;
 not much; not many
largo(a) – *que tiene longitud* / long
móvil – *que puede moverse* / mobile
unido(a) – *conectado* / connected
individual – *separado*
 / individual; single

Advanced Vocabulary

apartamento – *vivienda pequeña* / apartment
casa – *hogar; domicilio* / home; house
edificio – *construcción de varios pisos* / building
hogar – *vivienda* / home
ladrillo – *bloque de barro rectangular que se usa para hacer paredes* / brick
piedra – *roca* / rock; stone
piso – *nivel de un edificio* / floor; story
madera – *parte del tronco de un árbol* / wood
flotan (flotar) – *mantenerse encima del agua sin hundirse* / to float

VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures and gestures to explain the meaning of each word.
- Be sure that students understand all the vocabulary necessary to complete the activities. Review directions and commands, such as *nombra, describe, dibuja, compara y contrasta*, etc., as necessary.
- As you read the text, have students keep a record of other unknown words. Allow students time to re-read the sentence containing the word and use context clues and the images on the page to help them determine the meaning. If additional help is needed, discuss the meanings with the students in small groups or in one-on-one conferences. Encourage students to use dictionaries to help them find the meanings of unknown words.
- Write the word *apartamento* on the board. Ask students to describe how that word is similar to the English translation, apartment. Repeat with *móvil* (mobile), *individual* (individual), *unida* (united), *flotar* (to float). Explain that these words are cognates, or words that look or sound similar to each other in two languages. Have students name other cognates that they know.
- Have students create a list of antonyms and synonyms for *mucho, poco, unida, larga, ancha*, and *móvil*.
- Assign each student or pair of students a vocabulary word. Have them create riddles for their word. Then have them read their riddle out loud and have the rest of the class guess the correct word. For example: *Es rectangular y de barro.* (It is rectangular and made of clay.)
- Create a memory game. Write the vocabulary words on cards and the definitions on other cards. Shuffle the cards and place them face down. Have students turn two cards over to try to find a match of the word and its definition. Continue play until all matches have been found.

READING

PRE-READING

- ▶ Show students the cover of the book. Have them identify the author's name and the title of the story. Then conduct a picture walk through the book and have students explain how the photographs in the book might be able to help them understand the content and words on each page.
- ▶ Write the word *hogar* on the board. Point out to students that the letter *h* in Spanish is silent. Write other words in Spanish that begin with the letter *h* and have students practice pronouncing the words, such as *honor*, *hormiga*, *horno*, *hacha*, *helado*.
- ▶ Discuss the basic needs of humans—*aire*, *comida*, *refugio y agua* (air, food, shelter, and water). Discuss what a shelter is and why it is important for survival. Elicit that it keeps people safe, protects people from weather conditions, and provides a place for people to eat and sleep.

READING

INSTRUCTIONAL SHIFT:
Text-based Answers

- ▶ Read the text aloud to students. Then have students read along with you, tracking print. Be sure to demonstrate proper fluency and inflection for students to mimic.
- ▶ Ask students: *¿Qué tipo de libro es este? ¿El libro presenta un cuento o presenta información?* (What kind of book is this? Does it tell a story or give information?) *¿Tiene muchas imágenes o pocas?* (Does it have a lot of images or few?) Explain that it is an informational text because it provides information about a topic. Elicit that informational books usually have photos instead of illustrations.
- ▶ Divide the class into small groups. Have students take turns reading the text in the groups. Assign specific questions for students to locate the answers to and report on as a group. For example: *¿Cómo son las casas móviles?* (What are the mobile homes like?) *¿Cuántos tipos de hogares hay?* (How many types of homes are there?)
- ▶ Re-read and show pages 3–5. Ask students what they believe the advantages and disadvantages are of living in apartment buildings. Let students have a debate about the benefits and non-benefits of living in such homes. Students can document their ideas in a two-column chart (Graphic Organizer #16) to present to the class. ✓
- ▶ Re-read and show pages 6–8. Ask students *¿Cómo son las casas?* (What are the houses like?) Have students explain why they think these types of homes are built. Elicit: to save room and allow more families to live in a given area.
- ▶ Re-read pages 13–16 and ask: *¿Por qué se usan diferentes materiales para construir esos hogares?* (Why are different materials used to build those homes?) Elicit that sometimes people use materials that are available in the areas in which they live, or for a purpose, such as to strengthen a house in an area that experiences many hurricanes or floods.
- ▶ Divide the class into groups and have them research where the different types of homes mentioned in the text are located. Create a three-column chart on the board and label the columns *urbano* (urban), *suburbano* (suburban), and *rural* (rural). Be sure students understand the characteristics of each of these areas. Have students use sticky notes or images to place in the different columns on the chart.



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Have above-level students read with below-level students to act as mentors/tutors.
- For comprehension, ask students the following questions: *Nombra un tipo de hogar.* (Name one type of home.) *Un edificio de apartamentos, ¿tiene muchos o pocos hogares?* (Does an apartment building have many homes or few?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- For comprehension, ask students the following questions: *¿Qué significa la palabra “hogar”?* (What does the word “home” mean?) *¿En qué se diferencia un edificio de apartamentos de una casa?* *¿En qué se parecen?* (How is an apartment building different from a house? How are they the same?) *¿Qué palabras puedes usar para describir un hogar?* (What are some words that can be used to describe a home?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Students may also read the text aloud to and with each other, asking each other comprehension questions to check for understanding.
- For comprehension, ask students the following questions: *¿Qué consejo darías a una persona que vive en una casa flotante, si se estuviera formando una tormenta?* (What advice would you give to a person living in a houseboat if a bad storm was developing?) *¿Por qué crees que alguien quisiera vivir en una casa de dos o tres pisos?* (Why do you think someone would want to live in a house with two or three floors?)

POST-READING

- ▶ Explain to students that the most important thing the author says in a story or a paragraph is called the main idea. Reread the text and help students identify the main idea: *“Hay muchos hogares diferentes en el mundo.”* (There are many different types of homes in the world.)
- ▶ Discuss the main idea with students. Ask: *¿Por qué hay tantos hogares diferentes?* (Why are there so many different homes?). Elicit that it depends on where the homes are located. For example, tall apartment buildings are often found in places with little room for building. Have students present explanations as to why people would live in each of those types of homes.
- ▶ Hold a discussion with students about the pros and cons of living in each of the types of homes presented in the text. Students can first create a list using a two-column chart (Graphic Organizer #16), labeling the columns *A favor* and *En contra*. Then have students share their lists with a partner, in a group, and finally with the class.
- ▶ Hold a discussion with students by asking: *¿En cuál de los hogares presentados en el libro quisieran vivir?* *¿Por qué?* (In which home presented in the book would you want to live? Why?).



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL SHIFT:

Building Knowledge in the Disciplines

- Have students work in groups to research other kinds of homes that various cultures use or have used around the world. Have students discuss what groups of people made and used these homes, what they were/are made of, and the purpose of building such a home. Have groups present their findings to the class.
- Have students design their dream home. Students could create three-dimensional homes out of cardboard boxes and rolls from paper towels and toilet paper rolls. Then students can cover their structures with paper maché made from dipping newspaper strips into a mixture of flour and water. Then have students paint their projects and present them to the class.
- Read a version of *Los tres cerditos* (The Three Little Pigs). Have students discuss the different homes built in the story and the different materials that were used to build each one. Hold a discussion as to which material worked the best to protect the pigs from the wolf and why.

► WRITING

INSTRUCTIONAL SHIFT:

Writing from Sources

Have students bring in a picture of their home or draw a picture of their home to describe. Have them use the list of antonyms and synonyms created in the Vocabulary Development section, as well as vocabulary words and information from the book, to write a description of their home. Help students complete this activity by having them write words, phrases, or complete sentences, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flashcards as they complete this activity. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre: _____

Vocabulario

unidas flotan ancha pisos

A Completa.

1. El edificio de apartamentos tiene muchos _____ pisos _____.
2. Algunas casas _____ flotan _____ en el agua.
3. Hay casas _____ unidas _____ con otras.
4. Una casa móvil puede ser _____ ancha _____.

B Escribe el antónimo.

1. larga _____ corta _____
2. poco _____ mucho _____
3. unida _____ separada _____
4. ancha _____ estrecha / angosta _____

C Contesta.

¿De qué materiales pueden ser las casas?

1. Las casas pueden ser de Possible answer: Las casas pueden ser de madera, de piedra o de ladrillos.
2. Escribe dos palabras que describan una casa.
Possible answer: ancha y bonita; larga y blanca.



Nombre: _____

A Contesta.

1. Un edificio de apartamentos, ¿tiene muchos o pocos hogares? ¿Por qué? Possible answers: Tiene muchos hogares.
Porque tiene muchos pisos.
2. ¿En qué se diferencia un edificio de apartamentos de una casa? Possible answer: El edificio de apartamentos tiene más pisos.
3. ¿Por qué crees que hay personas que viven en casas que flotan? Possible answer: Porque les gusta el agua.

B Dibuja una casa y descríbela.

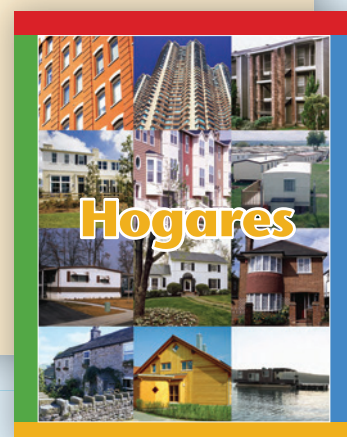


La casa es _____

Hogares



Amy White
Traducción/Adaptación de Lada J. Kratky





Hay muchos tipos de hogares.



Hay apartamentos.



Los edificios de apartamentos pueden tener muchos pisos.



Los edificios de apartamentos pueden tener pocos pisos.



Hay casas que están unidas unas con otras.



Estas casas pueden ser de dos pisos.



También pueden ser de tres pisos.



Hay casas móviles.



Las casas móviles pueden ser largas.



Las casas móviles también pueden ser anchas.



Hay casas individuales.



Las casas pueden ser de ladrillo.



Las casas pueden ser de piedra.



También pueden ser de madera.



¡Y hasta hay casas que flotan!



GRADE 1

LESSON PLAN AND ACTIVITIES

Written in accordance with the **CCSS** and **TEKS**

Author: **LUIS MARÍA PESCETTI**

Illustrator: **O KIF**



Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level H / Lexile Level 580L

INSTRUCTIONAL SHIFT:
Staircase of Complexity

TEXT TYPE

Literary Text: Fairy Tale

INSTRUCTIONAL SHIFT:
Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about key details in a text.
- Explain major differences between books that tell stories and books that give information.
- Use illustrations and details in a story to describe its characters, settings, or events.
- Compare and contrast the adventures and experiences of characters in a story.
- Write a narrative to develop real or imagined experiences or events.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Decode words in context and in isolation.
- Explain the function of recurring phrases in fairy tales.
- Determine whether a story is true or a fantasy and explain why.
- Identify the beginning, middle, and end of a story.
- Understand and use time-order transition words.

MATERIALS

- props and materials for play or puppet show
- construction paper
- paper, pencils and crayons, paper clips
- *Diagrama de Venn* (Graphic Organizer #15)*
- *Secuencia de sucesos* (Graphic Organizer #5)*
- notecards
- various fairy tales

SUMMARY

As Jorge listens to his father tell the tale of Little Red Riding Hood, he imagines what happens in the story. But Jorge's version of the story is quite different than what his father intended.

STANDARDS

CCSS RL 1.1, RL 1.5, RL 1.7, RL 1.9, RF 1.4, W 1.3, SL 1.4

TEKS 1.3.E, 1.5.A, 1.6.C, 1.7.A, 1.7.B, 1.9.A, 1.9.B, 1.10.A, 1.16.A, 1.18.A, 1.20.A.vii, 1.28.A

NGSS K-ESS3-1, 1-LS3-1

NCSS II. Time, Continuity, and Change; III. People, Places, and Environments

* To download the Spanish Graphic Organizers in this lesson go to: commoncore.santillanausa.com/spanishliteracy

VOCABULARY

INSTRUCTIONAL SHIFT:

Academic Vocabulary

bonito(a) ☒ hermoso(a); bello(a)
/ pretty; beautiful
bosque – *lugar lleno de animales y vegetación*
/ woods; forest
cazador(a) – *persona que caza animales*
/ hunter
cerca de – *próximo a* / near; close to
disfrazado(a) – *vestido como otra persona, animal o cosa* / disguised; dressed up
feroz – *muy salvaje, que ataca fácilmente* / ferocious; fierce
hermoso(a) – bello / beautiful; lovely
lejos – *a mucha distancia* / far
panza – *barriga grande* / pot-belly
rapidísimo ..*a gran velocidad* / very fast or quickly

Advanced Vocabulary

acostado(a) – *tumbado; echado al suelo*
/ lying down
advirtió (advertir) – *avisar* / to warn; to advise
apareció (aparecer) – *presentarse de repente*
/ to appear
cruzar – *atravesar; moverse de un lado al otro*
/ to cross
engañar – *hacer creer algo falso* / to trick; to fool or deceive
oír – *percibir sonidos* / to hear
oler – *percibir un aroma* / to smell
reconoció (reconocer) – *distinguir* / to recognize

VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures and gestures to explain the meaning of each word.
- Be sure that students understand all the vocabulary necessary to complete the activities and review directions and commands, such as *describe, dibuja, compara y contrasta*, etc. as necessary.
- Have students take turns explaining new vocabulary in their own words. Encourage them to use words, models, and pictures as they come up with their own definitions. You may also wish to have students give an example of what the words do not mean as a way of reinforcing comprehension.
- Create BINGO cards with the vocabulary words. Distribute them to students. Then randomly choose a definition to read and have students locate the word on their BINGO card. The first student to get five words in a row wins.
- Draw a three-column chart on the board. Label the columns *Verbos* (Verbs), *Sustantivos* (Nouns), and *Adjetivos* (Adjectives). Review the different parts of speech and what types of words belong in each category: *Un sustantivo es una palabra que nombra a una persona, animal o cosa. Un verbo es una palabra que expresa una acción. Un adjetivo es una palabra que describe a una persona, animal o cosa.* (A noun is a word that names a person, animal or thing. A verb is a word that expresses an action. An adjective is a word that describes a person, animal or thing.) Have students classify the words. Discuss with students the reasons for their classifications: *¿Por qué es un sustantivo?, ¿Por qué es un adjetivo?, or ¿Por qué es un verbo?* Encourage students to use complete sentences: *Porque es una palabra que* (Because it is a word that)
- Write the different vocabulary words on notecards and have students place the words in alphabetical order. Be sure students explain how they determined the alphabetical order of the words.

READING

PRE-READING

- ▶ Show students the cover of the book. Ask them for the title and the author's name. Have students view the illustrations and help them "read" them. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué clase de persona creen que es Caperucita Roja?* (What kind of person do you think Little Red Riding Hood is?) *¿Por qué crees que parte del título dice "tal como se la contaron a Jorge"?* (Why do you think part of the title says "as told to Jorge"?).
- ▶ Tell students they will read a fairy tale about a little girl named *Caperucita Roja* (Little Red Riding Hood). Ask students if they have ever heard of this tale before.
- ▶ Ask: *¿Qué es un cuento de hadas?* (What is a fairy tale?) Elicit that a fairy tale is a children's story about magical and imaginary beings and lands. Ask students how *Caperucita Roja* might fit into this category. Then ask students to name other fairy tales they might know about, such as *Cinderella*, or *Jack and the Beanstalk*.

READING

INSTRUCTIONAL SHIFT:
Text-based Answers

- ▶ Read the text aloud. Then have the class read together in a choral reading fashion. Ask: *¿Qué tipo de libro es?* (What kind of book is this?) *¿Presenta un cuento o presenta información?* (Does it tell a story or give information?) *¿Ves los mismos personajes en todo el libro?* (Do you see the same characters throughout the book?) *¿Tiene muchas imágenes o tiene pocas?* (Does it have a lot of images or few?) Have students read along with you, tracking print. Explain that it is a literary/narrative text because it has characters that experience some problem throughout the story before finding a solution.
- ▶ Write the following phrases on the board: *Había una vez* (Once upon a time), *cierta vez* (one day), *a salvo* (safe from), *colorín colorado* (and that's the end of the story). As the story is being read, stop when these phrases appear in the text. Have students try to determine the meaning of these phrases based on context clues. Explain that when a story begins with "*Había una vez*" and ends with "*Colorín Colorado, este cuento se ha acabado*," those phrases are an indication that the story is a fairy tale.
- ▶ As you read the story, have students look at the different illustrations. Ask them to describe how Jorge and his father are visualizing the story of *Caperucita Roja*. Have students describe the similarities and differences of both visualizations. Use the Venn diagram (Graphic Organizer #15) to document their responses visually as needed.
- ▶ Read page 19. Have students look at the illustrations. Then ask *¿Por qué creen que Caperucita Roja no reconoció al lobo?* (Why do you think Little Red Riding Hood did not recognize the wolf?)
- ▶ Read pages 20–23 again. Have students describe what the wolf looks like. Ask: *¿Por qué Jorge imaginó al lobo con una nariz tan grande, orejas grandísimas y una boca muy grande?* (Why did Jorge imagine the wolf with a large nose, huge ears, and a really large mouth?)
- ▶ Ask students which part of the story could be real and which parts are not real. Have them explain their answers by pointing to illustrations that support or refute their statements.



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Point to visual clues and present gestures to help students understand meaning of unknown words.
- Have above-level students read with below-level students to act as mentors/tutors.
- For comprehension, ask: *Caperucita Roja, ¿es una niña o un niño?* (Is Little Red Riding Hood a girl or a boy?) *¿Sobre quién advirtió la mamá a Caperucita Roja?* (About whom did Little Red Riding Hood's mother warn her?) *¿Cómo se sentían la abuelita y Caperucita al final del cuento?* (How did the grandmother and Little Red Riding Hood feel at the end of the story?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities.
- For comprehension, ask: *¿Por qué va Caperucita Roja a casa de su abuela?* (Why is Little Red Riding Hood going to her grandmother's house?) *¿Por qué tiene panza el lobo?* (Why does the wolf have a pot-belly?) *¿Por qué el lobo se puso la ropa de la abuela?* (Why did the wolf put on the grandmother's clothing?)

ABOVE-LEVEL STUDENTS

- Elicit couplets, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- For comprehension, ask: *¿Por qué crees que el lobo se quería comer a la abuela y a la niña?* (Why do you think the wolf wanted to eat the grandmother and the girl?) *¿Crees que el cazador es un héroe? Explica.* (Do you think the hunter is a hero? Explain.) *¿Que lección crees que aprendió Caperucita Roja al final?* (What lesson do you think Little Red Riding Hood learned in the end?)

POST-READING

- ▶ Have students revisit the different illustrations on each page. Ask them: *¿Qué versión —la del papá de Jorge o la de Jorge— tenía más sentido? ¿Cuál era la más tonta? ¿Cuál era la más interesante?* (Which version—Jorge's father or Jorge's—made the most sense? Which one was the most silly? Which one was the most interesting?) Have students state and explain their opinion as to which version they liked the best.
- ▶ Ask students how visualizing a story can be helpful, even though it can also lead to different interpretations of the same story. Ask students why people may interpret or visualize stories differently. Elicit that people have different imaginations or ways of looking at things based on their personal tastes, beliefs, and experiences.
- ▶ Have students work in pairs. Assign each pair part of the story to illustrate and summarize with fact lists or complete sentences, depending on their proficiency level. Then post the illustrations on the board in random order. As a class, evaluate and read each one, then put the events in order. Have students retell the story in sequential order using time-order words, such as *primero*, *después*, *luego*, *al final* (first, after that, then, at the end). ✓
- ▶ Have students work in groups to act out their favorite scene in the story or create a puppet show of their favorite scene. Have some groups act out the father's version and others, Jorge's version.



► CONNECTION WITH CONTENT AREAS: SCIENCE, SOCIAL STUDIES

INSTRUCTIONAL SHIFT:

Building Knowledge in the Disciplines

- Direct students to page 9 of the text. Have them compare and contrast the two images of *bosque* (forest; woods). Write the word *bosque* in a concept web on the board. Have students brainstorm animals and types of plants that they might find in the forest or woods. Then conduct some research as a class to find out how the young forest animals and plants are similar to their parents. Assign groups of students one of the forest plants or animals that was researched and ask them to create a poster comparing and contrasting the young plant or animal to its parent, with regard to appearance and behavior. Have groups present their posters to the class.
- Ask students to write a letter to their grandmother (or other distant relative). Have them describe the types of foods they would bring to their relatives and explain why they chose that food.

► WRITING

INSTRUCTIONAL SHIFT:

Writing from Sources

- Re-write the story of *Caperucita Roja* in a modern way as a class. Brainstorm with students what they want Little Red Riding Hood and the wolf to look like, and the setting. Options may be to include more technology, such as cell phones, computers, and GPS for Little Red Riding Hood to communicate with her grandmother and find her way to the grandmother's house better. Elicit the wording for the story from students. Have students complete this activity by having them give words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flashcards. Read the story aloud as a whole. Then assign groups of students parts of the story to illustrate. Put the book together and place it in the classroom library for students to access at their leisure. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

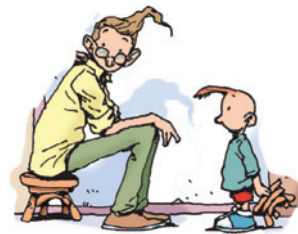
A Completa con la palabra correcta.

1. Caperucita Roja es una niña hermosa.
cerca hermosa acostada
2. El lobo feroz vive en el bosque.
el bosque la casa la panza
3. El cazador caza animales.
cuento panza cazador

B Une.

1. disfrazado

a.



2. lejos

b.



3. cerca

c.





Nombre _____

Comprensión lectora

A Ordena. Escribe *primero, luego, después, al final*.



_____ al final



_____ después



_____ primero



_____ luego

B Contesta.

1. ¿Por qué fue Caperucita Roja a casa de la abuela?

Possible answers: Fue a llevarle comida a su abuela. Fue a llevarle comida.

2. ¿Por qué se disfrazó el lobo?

Possible answer: Para engañar a Caperucita Roja.

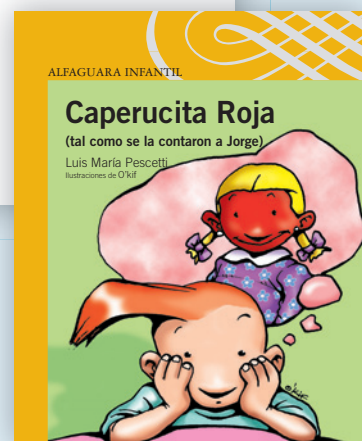
Caperucita Roja

(tal como se la contaron a Jorge)

Luis María Pescetti
Ilustraciones de O'kif



ALFAGUARA



CAPERUCITA ROJA (TAL COMO SE LA CONTARON A JORGE)

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15 14 13 12 11 1 2 3 4 5 6 7 8 9



o te preocupes, le cuento
un cuento y luego le preparo
algo para comer.





abía una vez una niña...



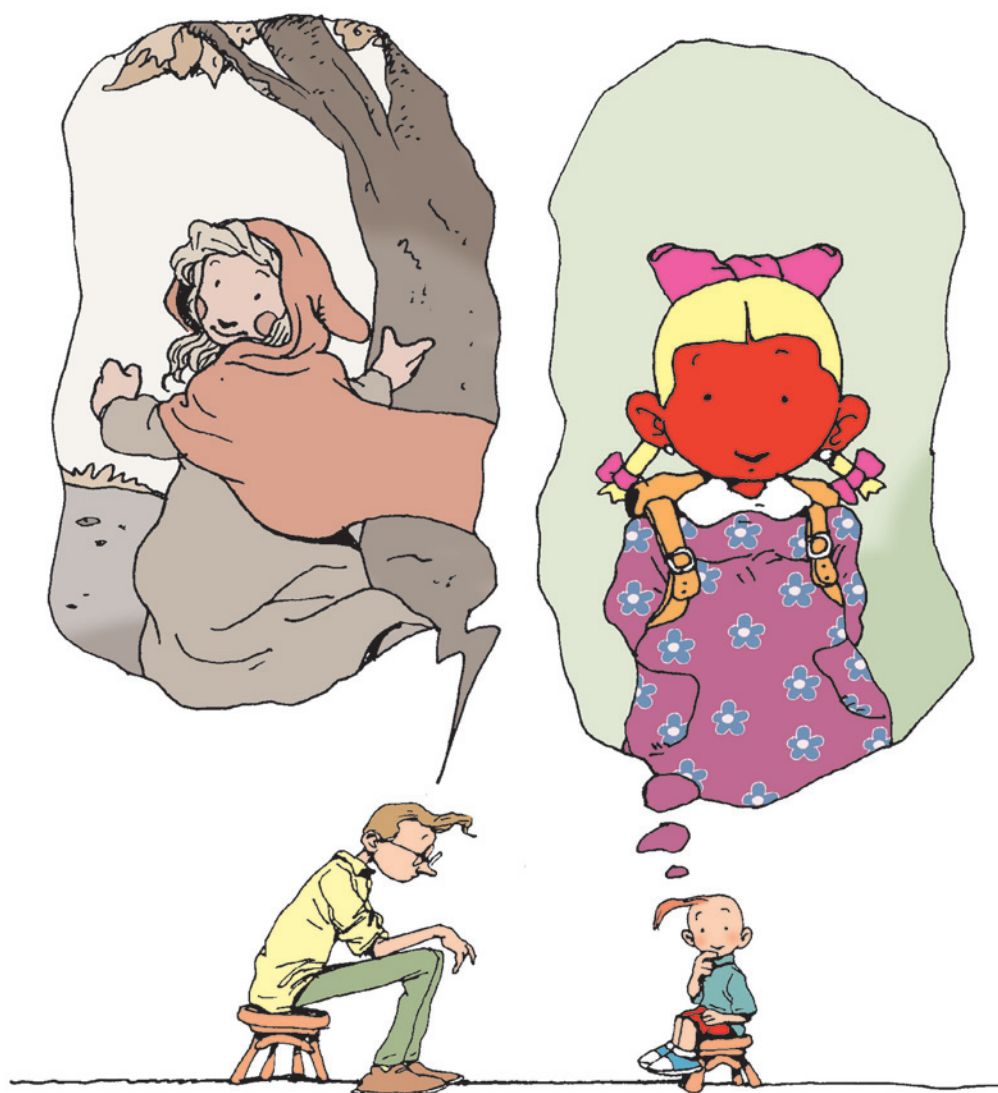


uy bonita...





ue se llamaba Caperucita Roja...



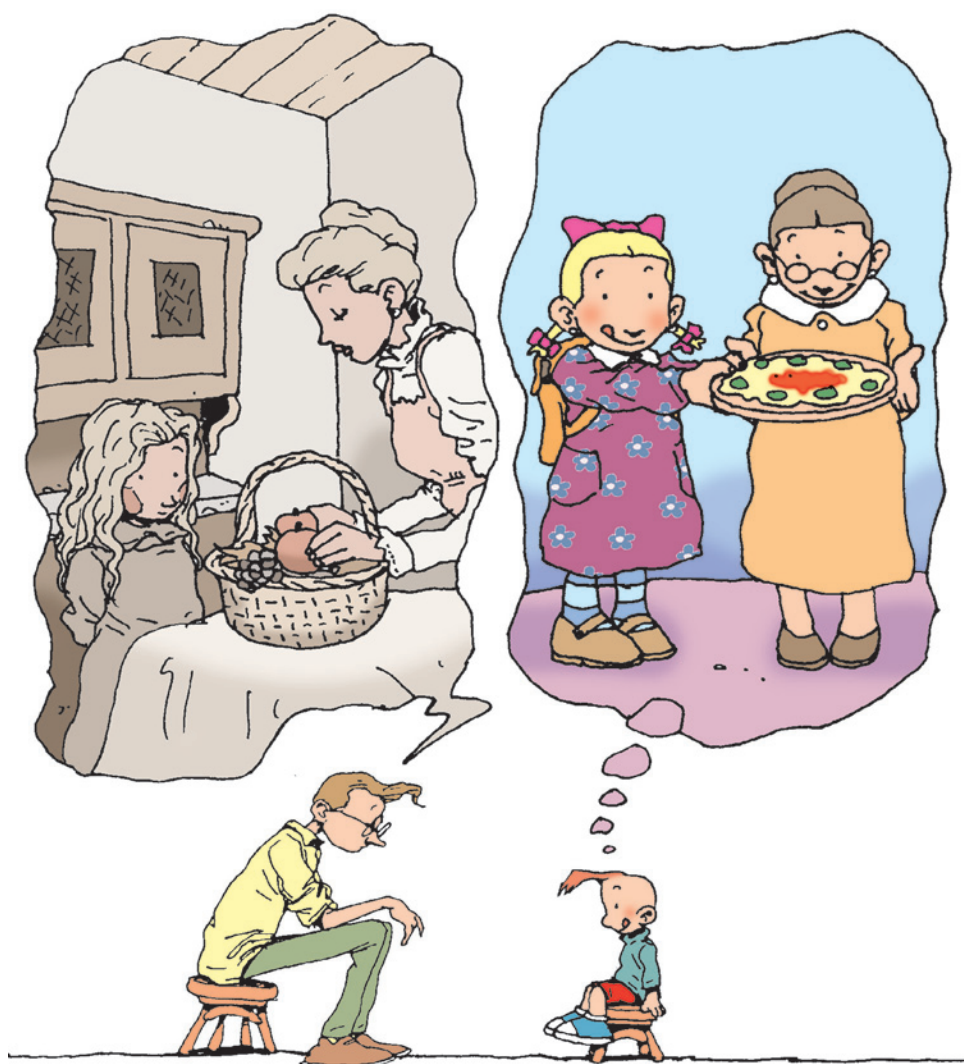


lla vivía cerca de un
bosque con su mamá...





ierta vez, la mamá le dijo que llevara una comida para la abuelita...





ero la abuela vivía
muy lejos...





... en medio de ese bosque. La mamá le advirtió que tuviera mucho cuidado al cruzarlo, porque ahí estaba el lobo feroz...





aperucita salió y empezó
a cruzar el bosque.





uando estaba por la mitad del bosque,
se le apareció el lobo feroz, y le preguntó:
“¿Hacia dónde vas, hermosa niña?”





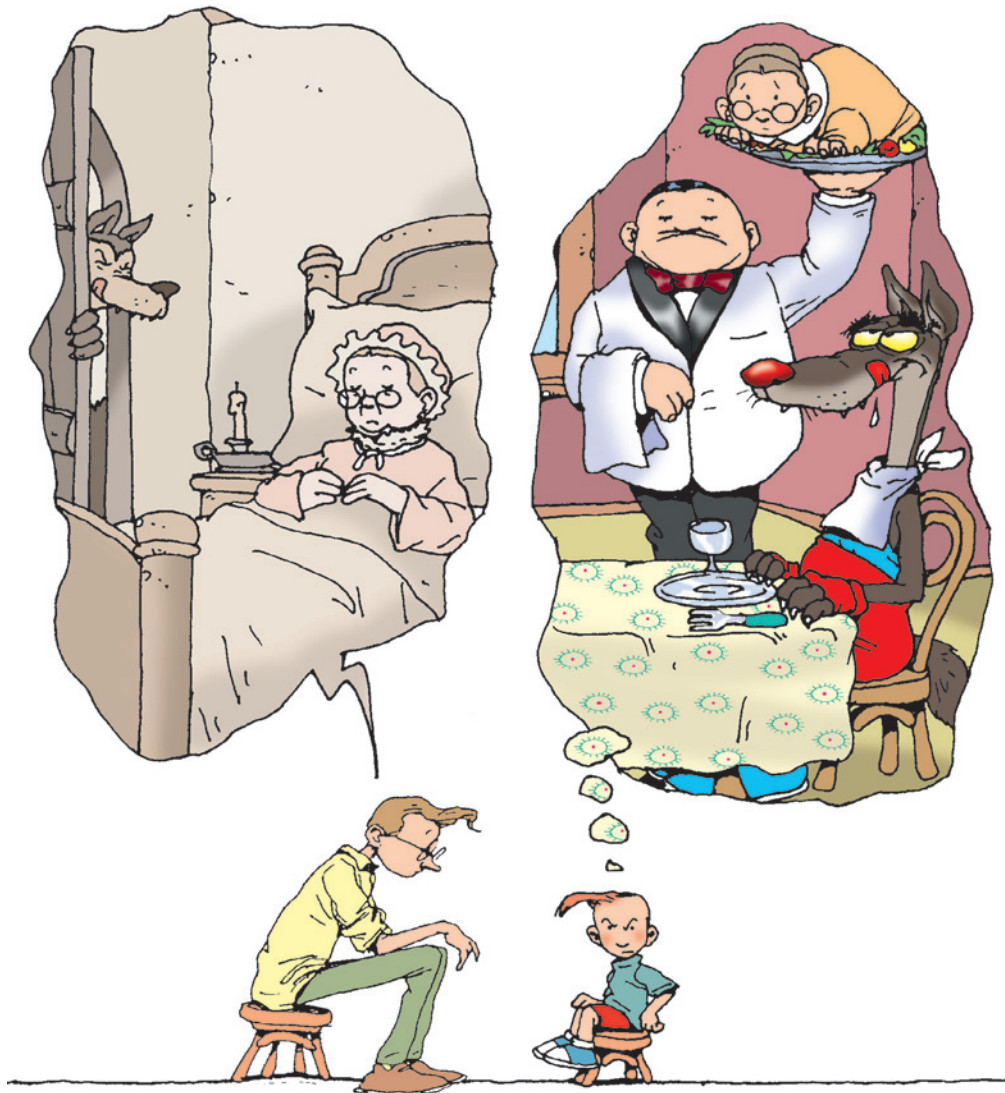


aperucita, olvidándose lo que su mamá le había avisado, le contó que iba a casa de su abuelita. Entonces el lobo salió rapidísimo para llegar antes que la niña.





uando llegó, el lobo se
comió a la abuela de Caperucita.





inmediatamente, se puso la ropa de la abuela para esperar a que llegara la niña, y engañarla.





uando Caperucita llegó, se encontró al lobo disfrazado de su abuelita, acostado en la cama, pero no lo reconoció.





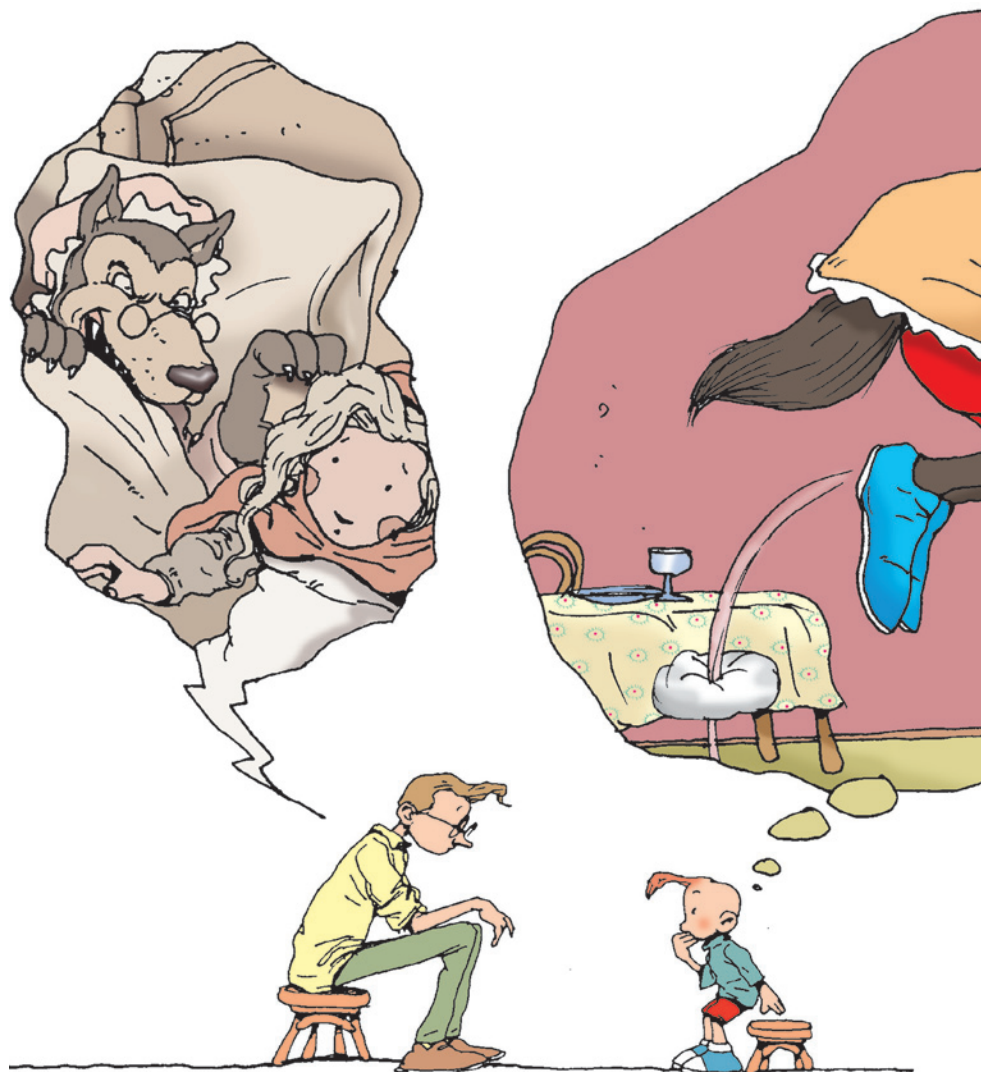
a niña empezó a preguntar, “¿por qué tienes una nariz tan grande, abuelita?”. “Para oler mejor”, le decía el lobo.

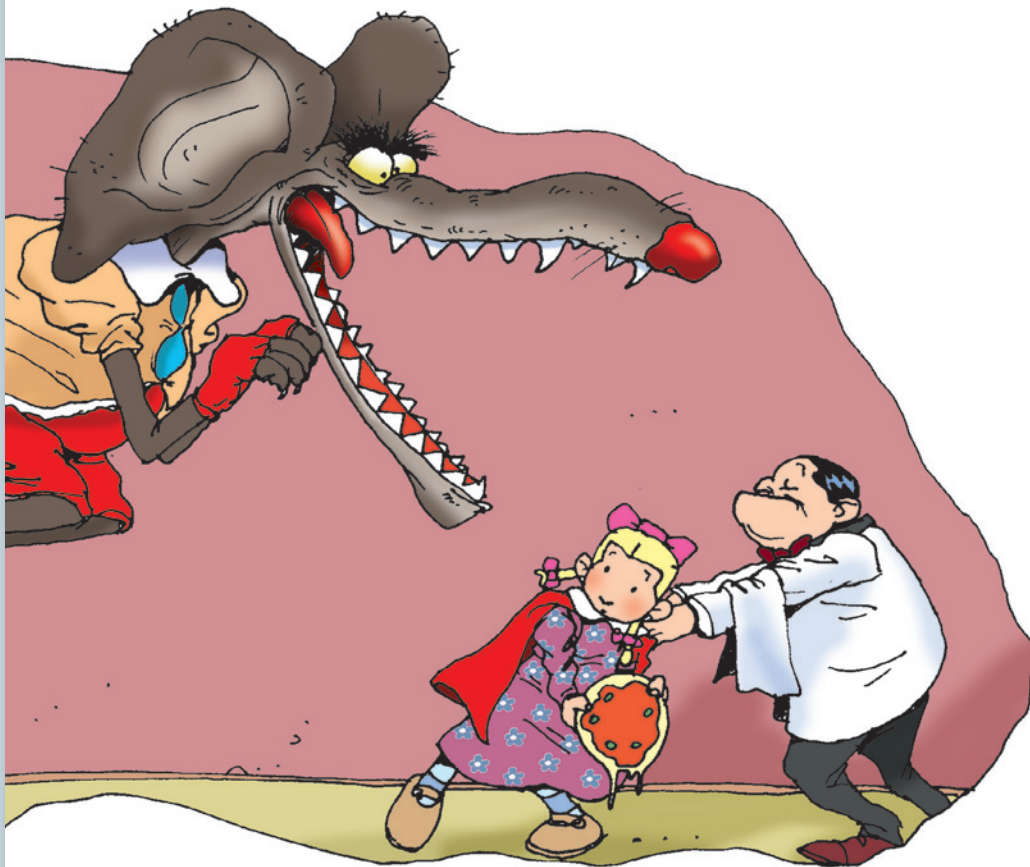


“ por qué tienes unas orejas tan grandes?”
“Para oír mejor”, le respondía el lobo.



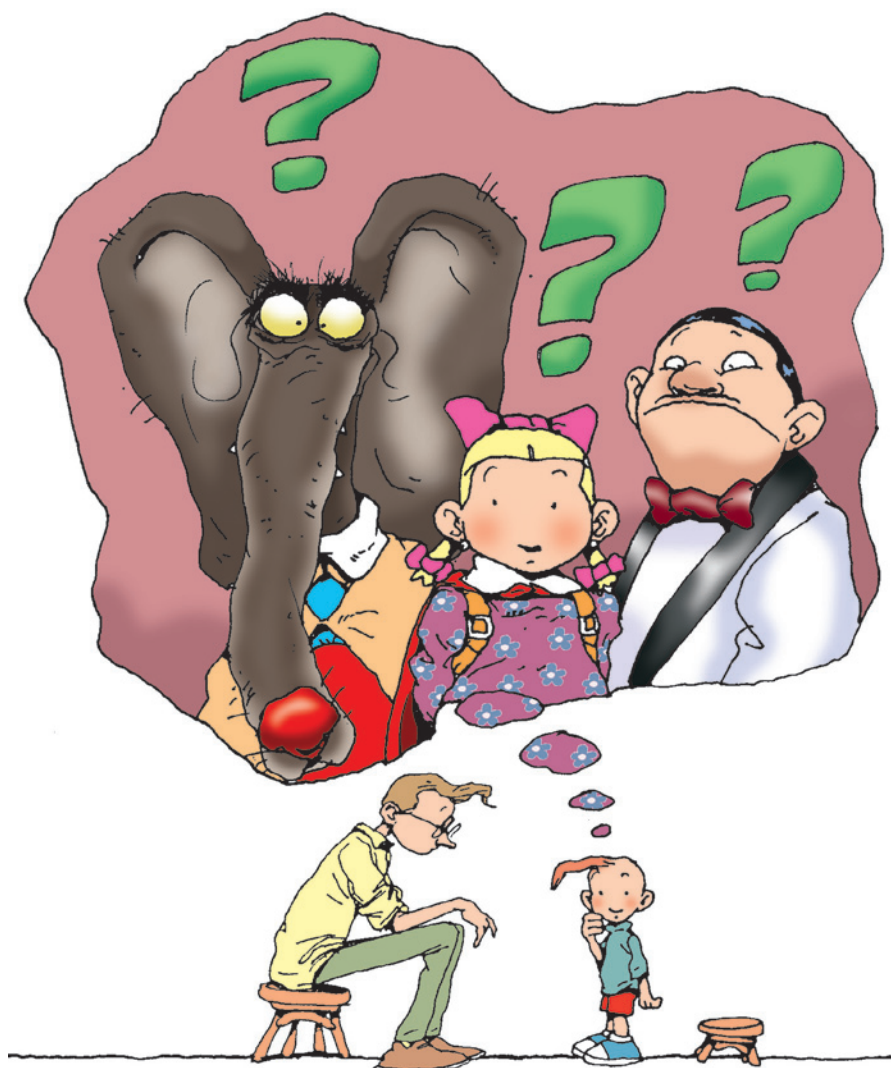
“ por qué tienes esa boca tan grande?”
Y el lobo dijo: “¡Para comerte mejor!”.







ero... ¿qué crees que pasó?



¡**E**n ese momento, apareció
un cazador!





El cazador mató al lobo feroz, salvó a Caperucita y sacó a la abuela de la panza.





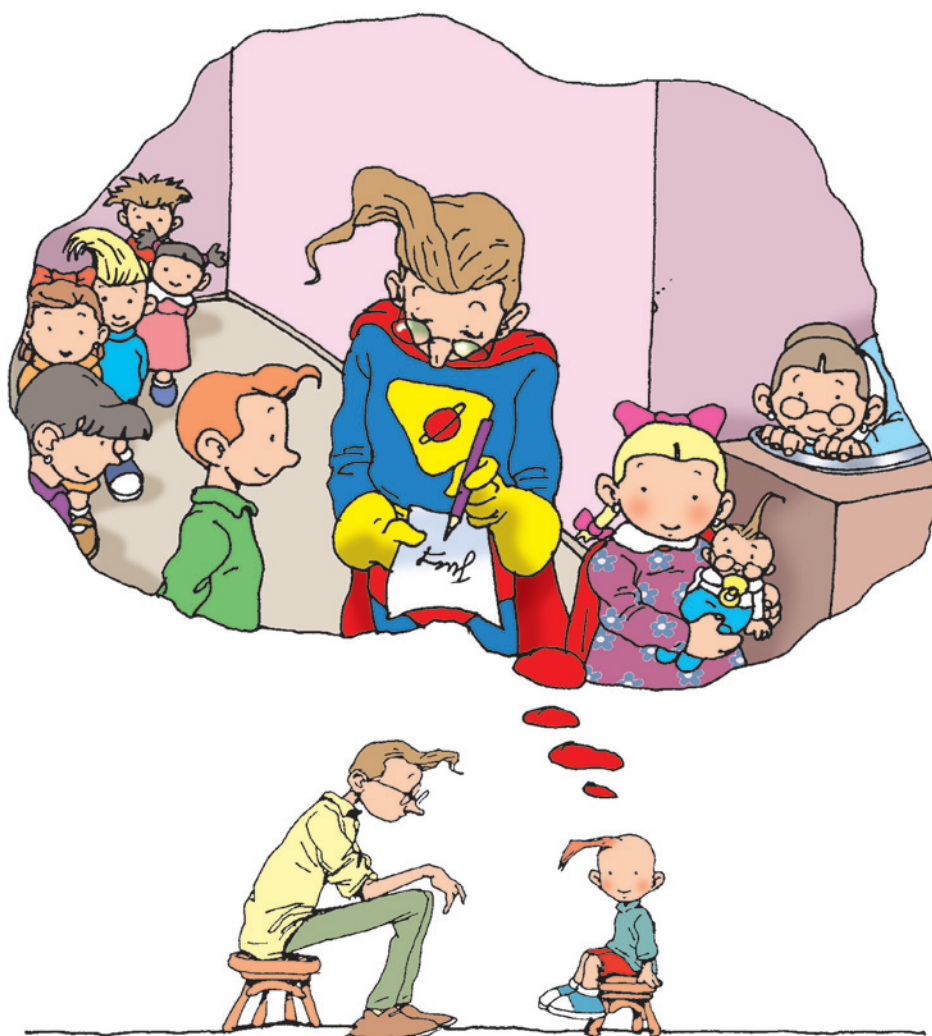


sí fue que regresaron los tres juntos a casa de la abuela. Muy felices y a salvo.



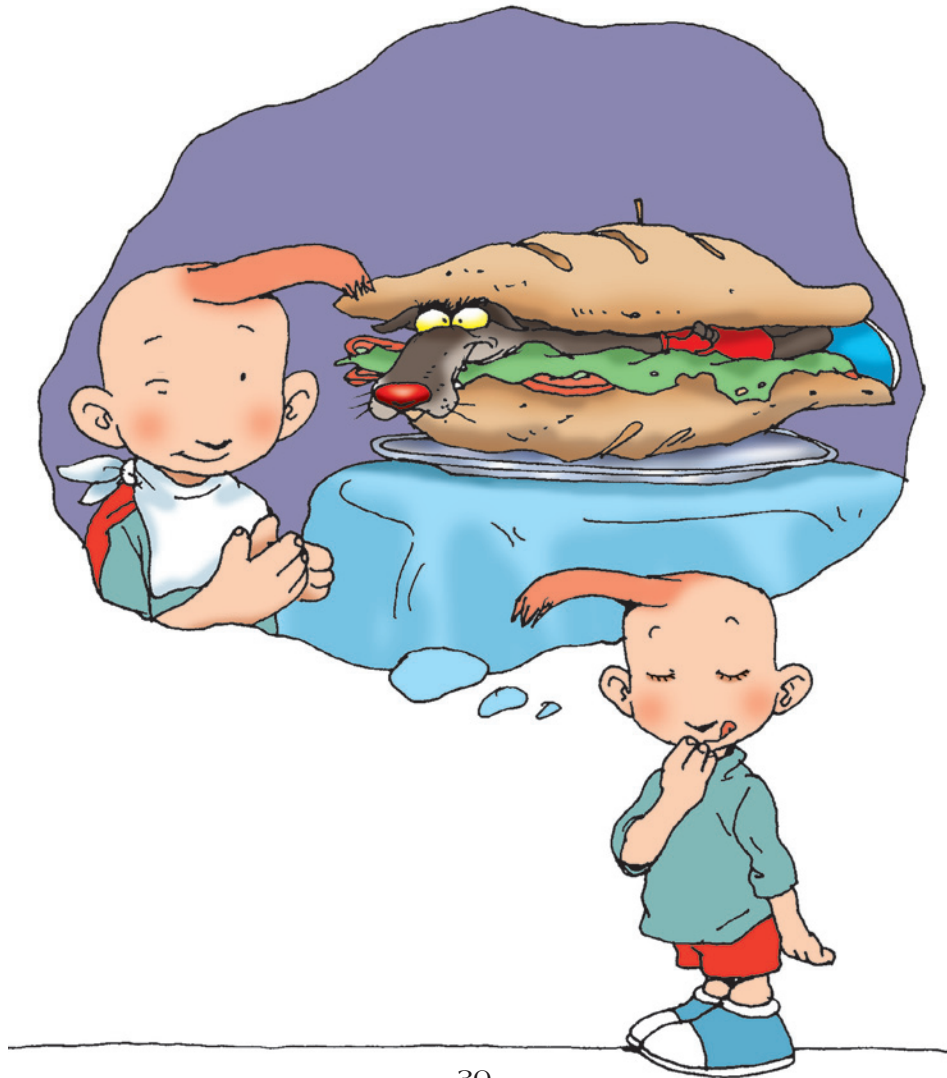


colorín colorado, este
cuento se ha acabado.





amos a la cocina, que te preparo
un sandwich bien, bien rico...



Luis María Pescetti

Nació en San Jorge, Provincia de Santa Fe. Escritor y músico-terapeuta, se ha dedicado también a realizar recitales y talleres de música y humor para niños y adultos. Entre sus libros se pueden mencionar *Nadie te creería*, *Historias de los señores Moc y Poc* y *La serie de Natacha*.



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