

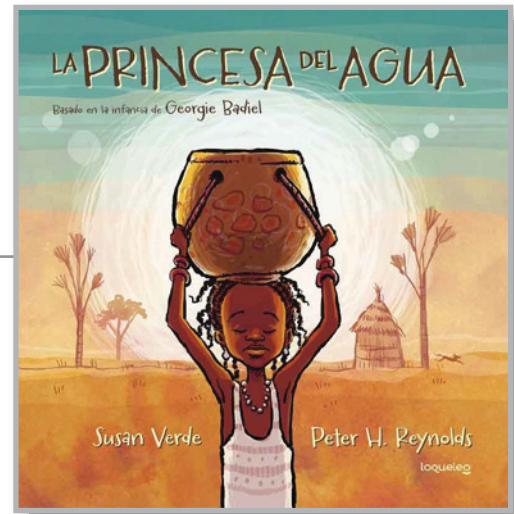
Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

La princesa del agua

Author: **SUSAN VERDE**

Illustrator: **PETER H. REYNOLDS**

Photographs: **JOHANN MERGENTHALER**



COMPLEXITY

F&P Guided Reading Level L / Lexile Level 380L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Literary Nonfiction / Realistic Fiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about key details in a text.
- Demonstrate understanding of the central message of the text.
- Compare and contrast characters, settings, and major events in a story with students' own lives.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in texts.
- Read with sufficient accuracy and fluency to support comprehension.
- Identify the distinguishing features of a sentence.
- Identify verbs, nouns, and adjectives, in isolation and within a sentence.
- Locate cities and countries on a map.
- Write an opinion text.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- bottle of water
- chart paper, markers
- world map or globe (physical)
- *Tabla de dos columnas* (Graphic Organizer #30)

SUMMARY

This story tells us about a girl who lives in a small village in Africa where water is scarce. She and her mother make the long trip to the well every morning to gather water. The story is based on the childhood of Georgie Badiel, an African-born model who now heads a foundation to bring water to villages in Burkina Faso.

STANDARDS

SLAR CCSS RL 1.1, RL 1.2, RL 1.3, RL 1.7, RL 1.9, RL 1.10, RF 1.1a, RF 1.4a–c, SL 1.1a–c, SL 1.2, SL 1.3, SL 1.6, W 1.1, W 1.7, L 1.1e, L 1.2b, d, e, L 1.5a

SLAR TEKS 1.1.D, 1.1.E, 1.3.E, 1.4.B, 1.5, 1.6.A, 1.9, 1.11, 1.13, 1.19.A, 1.19.C, 1.20.A, 1.21.A–C, 1.24.C, 1.27.A, 1.28

NCSS III. People, Places and Environments; IV. Individual Development and Identity

Social Studies TEKS 1.1.4, 1.1.5, 1.1.7

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

afilados(as) – *que tienen punta o filo* / sharp

aguardamos (aguardar) – *esperar a alguien o algo* / to wait

bebo (beber) – *tragar un líquido* / to drink

exijo (exigir) – *obligar a alguien a que haga algo* / to demand; to expect

hogar – *casa* / home

pozo – *hoyo profundo que se hace en el suelo para sacar agua* / well

vasija – *recipiente hondo para guardar agua* / vessel; pot

Advanced Vocabulary

adormilada(o) – *estar medio dormida* / sleepy

cristalina(o) – *limpia; transparente como el cristal* / crystalline; clean

decepcionada(o) – *lo que sentimos cuando algo no es como habíamos esperado* / disappointed

me apresuro (apresurarse) – *hacer algo de prisa* / to hurry

fangoso – *que tiene fango o que se parece al fango* / muddy

fluye (fluir) – *correr un líquido o gas por un lugar* / to flow

kilómetros (kilómetro) – *medida de longitud que equivale a mil metros* / kilometer

polvorienta(o) – *que tiene mucho polvo* / dusty

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



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. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Make sure students know all the vocabulary words needed to complete the activities (e.g., *palabra*, *parte de la oración*) and instruction words, such as *une*, *completa*, *dictado*, *ordenar*.
- Write words on separate notecards. Explain: *Un sustantivo es una palabra que usamos para nombrar personas, animales, lugares y cosas. Un verbo es una palabra que usamos para decir una acción, lo que se hace. Un adjetivo es una palabra que usamos para decir cómo es algo.* Play a game of Hot Potato. Have students sit in a circle and ask them to pass one of the cards to the next student while you sing a song of your choosing. When you stop singing, the student who has the card needs to say whether the word describes something, is an action, or names something. Then ask all of the students to clap as they divide the word into syllables.
- Draw a three-column chart on the board and label the columns: *Acciones*, *Descripciones*, and *Nombres*. Divide students into pairs. Assign each pair a vocabulary word to define in their own words. Have students use the chart to sort the words as either a name, an action, or a description.
- **Memory Game** Write ten vocabulary words and their definitions on separate index cards, and number them on the reverse side. Using a pocket chart or tabletop, create a memory game. Form two teams and have students take turns calling two numbers. A side wins a point if they match the word with its definition. Play continues until all words and definitions are matched. The team with the greatest number of points wins.

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the story and write it on the board. Read the sentence from left to right and right to left. Ask students which is the proper way to read the sentence. Choose another sentence from the text and have students practice reading from left to right, recognizing the distinguishing features of a sentence (e.g., punctuation and capitalization).
- ▶ Have students read a section of the story one time with a partner. Tell students to help each other with correct pronunciation and fluency. Remind students to use strategies such as using other words in a sentence to determine the meaning of new words (context clues) and to use decoding strategies, including syllabication, to reread new words. Then have students reread the text individually, focusing on improving their fluency and accuracy.

PRE-READING

- ▶ Show students a bottle of water. Ask where it comes from and where else they can get water when they're thirsty. Show the cover of the book. Ask students to identify the title and the author. Have them make predictions of what the story may be about, providing evidence from the cover illustration to support their predictions. Record their predictions on the board.
- ▶ Distribute the *Comparación y contraste chart* (Graphic Organizer #5) to students and ask them to label the title section as *Actividades diarias*. Explain to students that they are going to keep track of Gie Gie's daily activities, adding them to the chart as they read.

READING

- ▶ Read pages 2–5. Ask students: *¿Es Gie Gie una princesa de verdad? ¿Qué parte de lo que dice es realidad y qué parte es fantasía? ¿Cómo lo sabes?* (Is Gie Gie a real princess? Which part of what she says is real, and which part is fantasy? How do you know?) Remind students that reality is what can really happen and fantasy refers to things that can't happen in everyday life.
- ▶ Read pages 6–11. Ask: *¿Cuáles de las cosas que Gie Gie dice que puede hacer pueden pasar en realidad? ¿Cómo se siente Gie Gie por no poder hacer que el agua venga a su pueblo? ¿Cómo lo sabes?* (Which of the things that Gie Gie says she can do really can happen? How does Gie Gie feel when she can't make water come to her village? How do you know?)
- ▶ Read pages 12–15. Ask: *¿Cómo crees que se siente Gie Gie por tener que ir tan lejos a buscar agua?* (How do you think Gie Gie feels about traveling so far each day for water?)
- ▶ Read pages 16–21. Ask: *¿Qué hacen Gie Gie y su mamá en el camino hacia el pozo? ¿Para qué les sirven esas actividades?* (What do Gie Gie and her mother do on the way to the well? How does it help them?)
- ▶ Read pages 26–27. Ask: *¿Qué diferencias hay entre el agua de los sueños de Gie Gie y la que está recogiendo del pozo? Es justo que ella solo tenga agua limpia en sus sueños?* (How is the water in Gie Gie's dreams different from what she gets from the well? Is it fair that she has clean water only in her dreams?)
- ▶ Read the rest of the story and ask: *¿Crees que Gie es una niña feliz en este cuento? ¿Por qué?* (Do you think Gie Gie is a happy kid in this story? Why?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Cuál es el reino de Gie Gie?* (What is Gie Gie's kingdom?) *¿Puede Gie Gie beber agua al despertarse?* (Can Gie Gie drink water when she wakes up?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Es Gie Gie una princesa de verdad? ¿Cómo lo sabes?* (Is Gie Gie really a princess? How do you know?) *¿Cómo es el agua que Gie Gie y su mamá recogen del pozo? ¿Qué pasaría si Gie Gie bebiese el agua directamente del pozo?* (What is the water that Gie Gie and her mother get from the well like? What would happen if Gie Gie drank the water directly from the well?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities. Ask these or similar questions: *¿Qué pasa si Gie Gie y su mamá no pueden ir a buscar agua todos los días?* (What happens if Gie Gie and her mother can't go get water every day?) *¿Crees que Gie Gie puede ir a la escuela todos los días? ¿Por qué?* (Do you think Gie Gie can attend school every day? Why?)

POST-READING

- ▶ Review the *Comparación y Contraste* chart (Graphic Organizer #5) students worked on as they read. Ask them to read the story again and complete any part of the chart they might have missed. Then explain they are going to complete the rest of the chart by comparing Gie Gie's daily activities to their own. ✓
- ▶ Have students offer their opinions about the story, including whether they liked it, what part was their favorite and why, and if they would recommend the book to others and why.



▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Show students a map of Burkina Faso and explain that this is where Gie Gie's story takes place. Point out the map legend, explaining how the color represents the physical features of the earth. Guide students to identify key physical features of the region, especially the location of bodies of water. If possible, find a map that also shows annual rainfall. Help students draw conclusions about how where we live affects the resources we have.
- ▶ Show students the two websites mentioned on page 39. Have your class participate in the current Ryan's Well Challenge, if permitted.
- ▶ Remind students that water is a precious resource, even in countries where it's easy to find. Help students research simple ways to conserve water by visiting websites such as the Environmental Protection Agency's WaterSense page. Then have them select one strategy (e.g., turning off the tap when brushing their teeth). Then ask them to create posters they can hang in the school's cafeteria to educate others about conserving water. ✓

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Explain to students that this book is written and illustrated based on the childhood experience of Georgie Badiel. As a young girl, Georgie Badiel would have to walk for miles to get water. Georgie grew up and became a famous model, but she never forgot about the struggles she went through, so she decided to act to make a change. Distribute writing paper to students and have them write a paragraph about what the author's purpose for writing this book was. Remind students to pay attention to capitalization and punctuation. ✓



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 Une.

- | | |
|---------------|-------------------|
| 1. adormilada | a) sucio de fango |
| 2. aguardamos | b) recipiente |
| 3. fangoso | c) medio dormida |
| 4. cristalina | d) transparente |
| 5. vasija | e) esperamos |

B Completa las oraciones.

afilados kilómetros polvorienta pozo

1. Puse una vasija en el pozo para recoger el agua.
2. El zoológico está a algunos kilómetros de la escuela.
3. La tierra es polvorienta porque no ha llovido en dos meses.
4. Los dientes de cocodrilo son muy afilados .



Nombre _____

Comprensión lectora

A Escoge la palabra o frase que completa la oración.

1. Gie Gie puede jugar con el viento a las escondidas.
bailando cantando a las escondidas
2. Gie Gie no llevó su corona porque tiene que llevar una vasija.
no quiere hacerlo tiene que llevar no la tiene
una vasija
3. Gie Gie y su mamá cantan en el camino
hacia el pozo.
hablan se quejan cantan
4. Gie Gie juega con sus amigas mientras espera su turno
para sacar agua del pozo.
juega con sus lava la ropa busca nueces
amigas

B ¿Qué crees que hará Gie Gie cuando sea grande? Haz un dibujo de tu predicción en la caja y escribe una oración que lo explique.

Answers will vary, but must include events from the story.



Nombre _____

Vocabulario

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B Completa las oraciones.

afilados kilómetros polvorienta pozo

1. Puse una vasija en el _____ para recoger el agua.
2. El zoológico está a algunos _____ de la escuela.
3. La tierra es _____ porque no ha llovido en dos meses.
4. Los dientes de cocodrilo son muy _____.

