



Lesson Plan and Activities

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

¿De dónde sale la ropa?

Author: CHRIS BUTTERWORTH

Illustrator: LUCIA GAGGIOTTI

COMPLEXITY

F&P Guided Reading Level O / Lexile Level 850L

TEXT TYPE

Informational Text: Social Studies

OBJECTIVES

- Ask and answer questions about key details in a text.
- Understand and use time-order transition words.
- Use an index to locate facts or information in a text.
- Use the illustrations and key details in a text to describe important ideas.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in texts.



INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- scraps of denim, linen, canvas, polyester, fleece, wool, and rubber, or garments made from them
 - writing paper, pencils, crayons
 - index cards or sentence strips
 - chart paper, markers
- *Secuencia de sucesos*
(Graphic Organizer #28)
 - *Tabla de tres columnas*
(Graphic Organizer #31)
 - *Tabla Sé, Quiero saber, Fuente*
(Graphic Organizer #35)

SUMMARY

This book introduces young readers to the processes involved in producing the materials used in clothing and in turning them into garments like cotton jeans, a silk dress, and rubber boots.

STANDARDS

SLAR CCSS RI 1.1, RI 1.2, RI 1.3, RI 1.4, RI 1.5, RI 1.7, RI 1.10

SLAR TEKS 1.1.D–F, 1.3.E, 1.4.B–C, 1.5, 1.6.D, 1.14.B–D, 1.18.A, 1.20.A–B, 1.21.A–C, 1.24.C, 1.25, 1.26, 1.27.A, 1.28, 1.29

NCSS VII. Production, Distribution, and Consumption

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- a continuación** – *inmediatamente después o detrás / next or after*
- artificial** – *que está hecho por el ser humano / artificial*
- elásticas(os)** – *que pueden estirarse y volver luego a la forma que tenían antes / elastic; stretchy*
- enreda (enredar)** – *hacer un lío con hilos, pelos y cosas parecidas / to tangle*
- al final** – *que es lo último o termina alguna cosa / at the end*
- luego** – *después, más tarde / then; next*
- al principio** – *primer momento o primera parte de algo / at the beginning*
- productores(as)** – *personas que producen algo / growers, makers*
- resistente** – *que resiste mucho, fuerte / sturdy*
- proceso** – *las etapas, o los pasos, en que algo sucede / process*

Advanced Vocabulary

- capullo** – *flor que está a punto de abrirse / bud*
- estambre** – *hilo de lana muy liso y un poco brillante / yarn*
- fibras** – *hilos naturales o artificiales con los que se hacen telas / fibers; threads*
- hebra** – *trozo de hilo de coser / thread*
- nilon** – *material artificial con el que se hacen telas / nylon*
- poliéster** – *fibra artificial que tiene muchos usos / polyester*
- retuerce (retorcer)** – *torcer mucho una cosa dándole vueltas alrededor de sí misma / to twist*
- vaina** – *cáscara larga que lleva dentro las semillas / pod*

* 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 and review instruction words, such as *une*, *completa*, *marca cierto o falso*, and *ordena*.
- Write the vocabulary words on separate notecards or sentence strips. Have students place the words in alphabetical order. Then assign each pair of students a word. Distribute large paper and art materials and have students fold the paper in quarters. Tell them to open the paper and write the word in the center. In the boxes, they will write their own definition of the word, an example, an antonym (“the opposite” of the word, if possible), and an illustration of the word. Finally, have each pair share their projects with the group and clarify the information as needed.
- Have students work with a partner. Have them ask each other questions about their favorite garments and use some of the Advanced Vocabulary words to describe them. Then have them write a sentence about one of those pieces of clothing.
- **Hablar sin parar** Write the vocabulary words on cards. Distribute the cards to students. Then pair students up and have them take turns telling each other everything they know about the word. Allow about 20–30 seconds for each student. Then have students pass their cards to the right and repeat. 

► READING

READING FOUNDATIONAL SKILLS

- ▶ Show students the *Índice*. Explain its purpose (*para encontrar información en el texto*) and ask them what they notice, guiding them to alphabetical order and page numbers. Explain that sometimes a reader wants to find out something very specific from an informational text, and the index helps them do just that.
- ▶ Ask students to tell you on what pages they can find out about topics such as *algodón*, *hilo*, or *suéter*. Then ask them to tell you what topic they can find on single pages such as 11 (*cáñamo*).

PRE-READING

- ▶ Show students the samples of the fabrics (or articles of clothing.) Have them describe the textures of each, helping them use increasingly more precise adjectives.
- ▶ Show the cover of the book. Ask students to identify the title and the author. Draw a *Tabla S, Q, F* (Graphic Organizer #35) on the board or chart paper, and use it to assess prior knowledge. Keep the chart as a model for students to use when they complete the graphic organizer.

READING

- ▶ Read the text aloud. Then have students read along with you, tracking the print. Ask: *¿Qué tipo de libro es este? ¿Es un cuento o nos informa sobre algo? ¿Tiene muchas imágenes o pocas?* (What kind of book is this? Does it tell a story or give information? Does it have a lot of images or few?) Explain that this is an informational text because it provides information about a topic.
- ▶ Read pages 4–7 and ask: *¿Qué tipos de ropa ves en las ilustraciones?* (What kinds of clothing do you see in the illustrations?) Point to a few of the drawings and ask: *¿Para qué las usan?* (What are they used for)
- ▶ Explain to students that when we make something, steps need to be followed in certain order, and that we use the term *secuencia de eventos* to describe this. Read pages 8–11. Have students identify the sequence words they hear, such as *a continuación*, *luego*, *en unas semanas*, etc. Ask: *¿Por qué no se puede poner el algodón en la máquina de desmotado antes de que se recojan las cápsulas?* (Why can't you put the cotton in the gin before you gather the bolls?) Remind students to use sequence words and to look closely at the images.
- ▶ Read pages 12–15. Ask: *¿En qué se diferencia la lana de los animales de las ilustraciones? ¿Cuál te gustaría más? ¿Por qué?* (How is wool from each of the animals different? Which one would you like best? Why?)
- ▶ Read pages 16–17. After having students identify the sequence words and the steps in making silk, ask: *¿En qué se diferencian las hebras del algodón, la lana y la seda?* (What is the difference between the cotton, wool, and silk fibers?) Guide students to explain that they are all collected from different sources.
- ▶ Read pages 18–21. Ask: *¿Cuál es la diferencia entre las fibras naturales, como las de agodón o lana, y las fibras sintéticas?* (What is the difference between natural fibers, like cotton or wool, and the synthetic ones?)
- ▶ Read pages 22–23. As you read, have students pantomime the steps in the process of making rain boots as described in the text.

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: *¿Qué necesita el algodón para crecer?* (What does cotton need to grow?) *¿Qué es lo primero que se hace con la lana cuando se esquila de las ovejas?* (What is the first thing that needs to be done after shearing the wool from the sheep?)

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: *¿Para qué se usa la máquina de desmotado?* (What is the cotton gin used for?) *¿Por qué se pone la lana en la máquina de cardado?* (Why is the wool placed in the carding machine?) *¿Cómo se cuidan los gusanos de seda?* (How do the silk growers take care of the silkworms?)

Above-level Students

- Read the text aloud to and with students. Then have students read sections of the text independently.
- Elicit phrases, fact list collection and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué podemos decir que fabricar unos jeans es un proceso largo?* (Why can we say that making a pair of jeans is a long process?) *¿Por qué debemos reciclar la ropa que ya no nos sirve?* (Why do we need to recycle clothes we do not use anymore?)

POST-READING

- ▶ Return to the *Tabla S, Q, F* (Graphic Organizer #35) students worked with before reading the text. Work with students to find the answers to the questions they had before reading, reminding them to use the *Índice*.
- ▶ Work with the class to complete the *Secuencia de Sucesos* organizer (Graphic Organizer #28) about one of the processes described in the text. Remind them to look for and use transition words. Have each group share their responses, guiding them to add missing details as necessary.
- ▶ Have students offer their opinions about which fabrics are more comfortable, citing both their opinions and supporting evidence in the text.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ In advance, draw a *Tabla de tres columnas* (Graphic Organizer #31) on the board, labeling each column as follows: *En la escuela*, *En mi casa*, and *En el texto*. Ask students to identify objects that are recycled at school, in their neighborhood, and in the text, noting them on the chart.
- ▶ Distribute a *Tabla de tres columnas* (Graphic Organizer #31). Tell students they are going to keep a *Registro de reciclaje* for five days and record what they recycle in each of the places previously listed. Remind them that they are gathering data that they will share with the class.
- ▶ After five days, have students share their results. Tally the number of objects they recycled in each category. Compile the results and have students work in groups to make posters about recycling. 

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Remind students that when we make something, we need to follow steps in a certain order. Brainstorm a list of common activities that must be done in the correct order, such as brushing your teeth, putting on socks and shoes, etc. Tell students that they will be writing a set of instructions for those activities using the sequence words they have learned in the text. Provide sentence frames, such as *Primero*, _____; *Luego*, (or *A continuación*) _____; and *Al final*, _____. Ask them to make drawings to accompany their writing. Be sure to remind students that their sentences should have the proper capitalization and punctuation, and that they should make sense. Help students complete this activity by having them write words, phrases, or complete sentences on their own, as per their proficiency. You can help them complete this activity by showing vocabulary flash cards, or by starting some sentences or phrases. 



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. capullo | a. que es lo último |
| 2. elástica | b. primer momento o primera parte de algo |
| 3. al final | c. flor que está a punto de abrirse |
| 4. luego | d. que puede estirarse y volver a la forma que tenía antes |
| 5. al principio | e. después, más tarde |

B Completa las oraciones con el nombre correcto.

proceso fibras nailon vaina

1. El algodón que sale de la vaina es suave y blanco.
2. Las fibras de tela polar se hacen de botellas recicladas.
3. Hacer una tela es un proceso largo.
4. El nailon es una fibra sintética.



Nombre _____

Comprensión lectora

A Escoge la palabra o frase que completa la oración.

1. _____ es una de las telas más antiguas del mundo.

La lana

El algodón

El lino

2. La lana se hace con el largo pelaje de _____.

las vacas

las ovejas

los gatos

3. Los gusanos de seda son _____.

mariquitas

orugas

cucarachas

4. Las fibras _____ son creadas por los científicos.

sintéticas

de lana

de seda

B ¿Qué puedes hacer con tu ropa vieja?

Possible answers: Se puede reciclar, llevarla a una tienda de caridad, convertirla en

algo nuevo.



Nombre _____

Vocabulario

A Une.

- | | |
|-----------------|--|
| 1. capullo | a. que es lo último |
| 2. elástica | b. primer momento o
primera parte de algo |
| 3. al final | c. flor que está a punto de
abrirse |
| 4. luego | d. que puede estirarse y
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B Completa las oraciones con el nombre correcto.

proceso fibras nailon vaina

1. El algodón que sale de la _____ es suave y blanco.
2. Las _____ de tela polar se hacen de botellas recicladas.
3. Hacer una tela es un _____ largo.
4. El _____ es una fibra sintética.



Nombre _____

Comprensión lectora

A Escoge la palabra o frase que completa la oración.

1. _____ es una de las telas más antiguas del mundo.

La lana

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sintéticas

de lana

de seda

B ¿Qué puedes hacer con tu ropa vieja?

¿De dónde sale la ropa?