



Lesson Plan and Activities

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

El campo y la ciudad

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COMPLEXITY

F&P Guided Reading Level D / Lexile Level 360L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Analyze the structure of texts, including how specific sentences relate to each other and the whole.
- Distinguish between information provided by illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Demonstrate understanding of the organization and basic features of print.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.
- Divide words into syllables.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Recall information from experiences or gather information from provided sources.
- Follow agreed-upon rules for discussions.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Demonstrate command of the conventions of standard Spanish grammar usage when writing or speaking.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons, construction paper
- notecards and sentence strips
- magazines and newspapers (for cutting out images)
- *Diagrama de Venn* (Graphic Organizer #6)*

SUMMARY

Life in the city and life in the countryside are very different. The way you wake up in the morning, the way you go to school, and what you eat are not always the same. But even people who live in different kinds of places can have something in common.

STANDARDS

SLAR CCSS RI 1.1, RI 1.2, RI 1.3, RI 1.5, RI 1.6, RI 1.7, RI 1.10, RF 1.1, RF 1.2.e, RF 1.3.b, RF 1.3.e, RF 1.3.i-j, RF 1.4, W 1.2, W 1.6, W 1.8, SL 1.1, SL 1.2, SL 1.3, SL 1.4, SL 1.5, SL 1.6, L 1.1, L 1.2, L 1.6

SLAR TEKS 1.1.E, 1.1.F, 1.3.D, 1.3.E, 1.3.I-J, 1.4.B, 1.4.C, 1.5.A, 1.6.C, 1.6.E, 1.17.D, 1.17.E, 1.20.A.v, 1.22.A, 1.22.G, 1.27.A, 1.29.A

NCSS III. People, Places, and Environments

Social Studies TEKS 1.4B, 1.6.A, 1.6.C

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

camino (caminar) – *ir de un lugar a otro dando pasos* / to walk

desayuno – *primera comida del día* / breakfast

gallina – *hembra del gallo* / hen

me despierta (despertarse) – *dejar de dormir* / to wake up

nadar – *mover el cuerpo, los brazos y piernas para mantenerse y avanzar en el agua* / to swim

pecesito – *pez pequeño* / small fish

reloj – *instrumento que mide el tiempo y da la hora* / clock

también – *sirve para afirmar que hace o tiene lo mismo que la otra persona* / also

vivo (vivir) – *habitar en un lugar* / to dwell

Advanced Vocabulary

apartamento – *vivienda pequeña en un edificio* / apartment

autobús – *vehículo que transporta personas* / bus

campo – *terreno extenso alejado de una ciudad* / country; countryside

cine – *local para ver películas* / movie theater

ciudad – *población grande con edificios, calles y medios de transporte* / city

granja – *casa de campo con cultivos y animales* / farm

nos parecemos (parecerse) – *tener cosas en común* / to be alike

tarea – *trabajo que da el maestro para que el alumno haga en casa* / homework

* 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, sketches, and/or pantomime to explain the meaning of a word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *acento, vocal*) and instruction words, such as *une, completa, escoge, contesta*.
- Write the words *también* and *autobús* on the board. Ask students what they notice is the same about those words. Elicit that the last syllable in each has an accent mark. Explain that the accent mark is used to emphasize the pronunciation of some vowels in some words. Break the words up into syllables and have students practice clapping them out as they read along with you, emphasizing the accented vowels. Then blend the syllables into the words and have students repeat.
- Divide the class into pairs. Assign each pair a vocabulary word to define in their own words. Then distribute dictionaries to pairs and have them look up their words. Be sure to model how to use the dictionary and clarify the different parts of speech that may be listed in the dictionary, so students find the proper usage for the story. Have students compare their own definitions to the ones found in the dictionary and share the information with the class.
- Play a game of “draw a picture.” Divide the class into two teams. Choose a student from Team A to come up to the board. Secretly give the student a word to illustrate and have him or her draw a picture on the board for the rest of the team to guess. Time their turn, and if time runs out before the first team guesses what the word is, allow the other team to guess. Repeat with Team B. The team with the most points wins.
- Write each vocabulary word on a notecard. Distribute the cards to students, then pair students up and have them determine how their words could relate to each other. Have them create a sentence using their words, such as *Las gallinas viven en el campo*. (The hens live on the countryside.) Have students read their sentences to the class and have the rest of the students analyze the relationships in the presented sentences.

READING

READING FOUNDATIONAL SKILLS

- ▶ Write the word *cine* on the board. Say the word and have students repeat. Ask students to identify the two syllables that make up the word and then draw a line between the *i* and *n* to show the division.
- ▶ Using the word *campo* again, have students look at each syllable. Have them identify it as either a closed syllable that ends in a consonant or an open syllable that ends in a vowel. Repeat with other words.
- ▶ Write the word *ciudad* on the board. Circle the diphthong *-iu* in the word. Have students identify the vowels in the diphthong and each of their sounds. Show students how to pronounce the syllable with the diphthong and have them repeat. Then show students words with other diphthongs and have them identify them in each word.

PRE-READING

- ▶ Discuss the role of an author and an illustrator. Ask students: *¿Qué hace un autor? ¿Qué hace un ilustrador?* (What does an author do? What does an illustrator do?) Elicit that an author writes the text while the illustrator creates images to support or add information to the text.
- ▶ Show students the cover of the book. Ask them to identify the title and the author. Have students notice how the letter *y* acts as the conjunction/coordinator “and.” Conduct a picture walk through the book. Have students make predictions of what the story might be about and provide evidence from the illustrations to support their predictions. Record their predictions on the board and save them for post-reading activities.
- ▶ Distribute a Venn diagram (Graphic Organizer #6) to students. Have them label the circles *ciudad* and *campo*. Ask students to write similarities and differences between these two places and record their responses on the diagram. Prompt students by asking them: *¿Qué ves en una ciudad? ¿Qué ves en el campo? ¿Qué oyes...? ¿Qué hueles...? ¿Qué haces...?* (What do you see in a city? What do you see in the country side? What do you hear...? What do you smell...? What do you do...?) Save this diagram for post-reading activities.

READING

- ▶ Read the story aloud to students. Then conduct a “popcorn reading” where a student volunteers to read first and reads a page (or up to a reasonable limit), then chooses another student to read. That student continues where the first student left off. Continue until the entire story has been read.
- ▶ Read pages 2–3. Write the phrases *en el campo* and *en la ciudad* on the board. Ask students to name the similarities between the phrases. Elicit that they both contain the preposition *en*. Explain that a preposition is a word that relates parts of the sentence using direction, location, or time. Our example of “en” on the board, shows how prepositions use location to relate different parts of the sentence. Mention other prepositions such as *por*, *para*, *con*, *de*, *a*, etc. As you read the story, have students identify the prepositions and discuss their meaning in the sentences.
- ▶ Read pages 4–5. Ask students which way they think is the best way to wake up, with a rooster or an alarm, and why. Have students name other ways in which people might wake up, such as a family member walking in the room or a loud noise.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 8–9 with the students. Ask them if they have pets to feed in the morning before school and why that is an important task. Allow students to share their experiences. If they don't have pets, have students comment on other things they do before school and explain why.
- ▶ Read pages 10–11. Have students discuss other ways to get to school besides using the bus or walking, such as riding in a car, riding a bike, riding in a van, etc. (*en carro, en bicicleta, en camioneta*, etc.) Have students share the way they get to school and compare it to the way the characters in the story get to school.
- ▶ Read pages 12–13. Have students point out what is the same on each page. Elicit the phrase *A mí también*. (Me too.) Have students explain why they think the author included that phrase on those pages. Ask students to analyze how the illustrations might help them answer the question by looking at how the drawings are split into two scenes. Elicit that the author wanted to show things that the characters both do similarly in order to show that even though the children live in different places, they are alike in many ways.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and then have students chorally repeat after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Dónde vive el niño? ¿Y la niña?* (Where does the boy live? The girl?) *¿Qué come el niño en el desayuno? ¿Y la niña?* (What does the boy eat for breakfast? The girl?)

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: *¿Cómo se despiertan los niños por la mañana? ¿Por qué?* (How do the children wake up in the morning? Why?) *¿Por qué el niño come huevos en el desayuno? ¿Por qué?* (Why does the boy eat eggs for breakfast?)

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: *¿Por qué crees que el niño va a la escuela en autobús? ¿Y por qué la niña no?* (Why do you think the boy rides a bus to school? Why do you think the girl doesn't?) *¿Crees que los niños se parecen más de lo que se diferencian? ¿Por qué?* (Do you think the children are more alike than they are different? Why?)

POST-READING

- ▶ Reread the text and help students identify the main idea. Elicit that even though children living in the city and countryside may have different lives, they can also have a lot of things in common. Have students compare the main idea to the predictions they made prior to reading. ✓
- ▶ Have students revisit the Venn diagram they made in the Pre-Reading activity comparing the city and the countryside. Have students see if what they wrote on the diagram is the same or different than what they read or saw in the book. Have students analyze what may have caused them to have the correct or incorrect prediction about the main idea.



- ▶ Hold a discussion with students about the author and illustrator. Ask students if they liked either the story or illustrations better, or if they liked them equally, and have them explain their answers. Students can also compare whether the information the author and illustrator provided to the reader was the same or different. Be sure students follow designated rules for discussion, including raising their hand to speak, listening to others, and respecting each other's opinions and ideas.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Pair up students and distribute Venn diagrams (Graphic Organizer #6) to each child. Have them label one circle with their partner's name and the other *Yo*. Have students ask each other questions about what type of home they live in, what they eat, if they have pets, how they get to school, and what they do for fun. Have them record the information on the diagram. Assist students with placing the words in the appropriate parts of the diagram. Then model how to write sentences based on information from the diagram. Have students write a short paragraph comparing themselves to their partner. Allow students to use various methods for publishing their work. Then have partners present their writing to the class. ✓
- ▶ Have students create a travel brochure for a trip to a famous city around the world, such as New York, Tokyo, Los Angeles, Buenos Aires, Hong Kong, Moscow, etc. Allow students to use maps, globes, and other reference material to locate the city. In the brochure students should include in which country and on which continent the city is located, the different features of the city (i.e., buildings, methods of transportation, foods to eat, etc.) and different activities that people can do there. Have students print or cut out different pictures to include in the brochures and then present them to the class.
- ▶ Find a copy of the story *El ratón del campo y el ratón de la ciudad* (The Country Mouse and the City Mouse). Read it with students. Then have students work in small groups to create a discussion web comparing that story with *El campo y la ciudad*. Students should include information as to how the lives of the mice and the children were the same and different in both stories. Have groups present their webs to the entire class.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Distribute writing paper to students. Have them imagine they live in the city or countryside like the children in the story. Then have students write three to five sentences about what their life would be like. Encourage students to use information from the text and illustrations in the book to support their answers. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards 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

A Une.

1. autobús

2. gallinas

3. granja

4. ciudad

a.



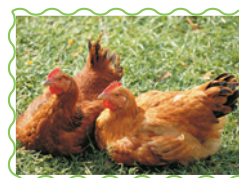
b.



c.



d.



B Escoge la palabra correcta.

reloj cine también tareas

1. Yo también camino a la escuela.

2. Me despierto con la alarma del reloj.

3. Voy al cine para ver una película.

4. Tengo que hacer mis tareas.

C Completa las oraciones.

1. Vivo en Answers will vary.

2. Camino a Answers will vary.



Nombre _____

Comprensión lectora

A ¿Sí o No?

1. El niño vive en la ciudad.
Sí ☐ No ☒
2. A la niña le gusta montar en bicicleta.
Sí ☒ No ☐
3. El niño va a la escuela en autobús.
Sí ☒ No ☐
4. A la niña la despierta un gallo.
Sí ☐ No ☒

B Completa las oraciones con la preposición correcta.

1. El niño hace las tareas en la cocina. (en / con)
2. Él le da de comer a las gallinas. (en / de)
3. La niña come cereal con frutas. (por / con)
4. Ella camina a la escuela. (de / a)

C ¿En qué se parecen los personajes del cuento? ¿En qué se diferencian?

Los dos hacen tareas en la cocina, montan en bicicleta, les gusta ir al cine y nadar.

El niño vive en el campo y la niña en la ciudad. Él cuida a las gallinas y ella a sus

pececitos. Él come huevos y ella come cereal en el desayuno.



Nombre _____

Vocabulario

A Une.

1. autobús

a.



2. gallinas

b.



3. granja

c.



4. ciudad

d.



B Escoge la palabra correcta.

reloj cine también tareas

1. Yo _____ camino a la escuela.

2. Me despierto con la alarma del _____.

3. Voy al _____ para ver una película.

4. Tengo que hacer mis _____.

C Completa las oraciones.

1. Vivo en _____.

2. Camino a _____.



Nombre _____

Comprensión lectora

A ¿Sí o No?

1. El niño vive en la ciudad.
Sí No
2. A la niña le gusta montar en bicicleta.
Sí No
3. El niño va a la escuela en autobús.
Sí No
4. A la niña la despierta un gallo.
Sí No

B Completa las oraciones con la preposición correcta.

1. El niño hace las tareas _____ la cocina. (en / con)
2. Él le da _____ comer a las gallinas. (en / de)
3. La niña come cereal _____ frutas. (por / con)
4. Ella camina _____ la escuela. (de / a)

C ¿En qué se parecen los personajes del cuento? ¿En qué se diferencian?
