



Lesson Plan and Activities

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

Había una vez una princesa

Author: **GRACIELA MONTES**

Illustrator: **ELENA TORRES**



COMPLEXITY

F&P Guided Reading Level G / Lexile Level N/A (Rebus)

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Fantasy

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Identify and verbalize key details and main events within the story.
- ➔ Use illustrations and details in a story to describe its characters, settings, or events.
- ➔ Use context clues to identify the meaning of unfamiliar words.
- ➔ Use the illustrations and details in a text to describe its key ideas.
- ➔ Apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- ➔ Use rereading as a strategy to help understand text.
- ➔ Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- ➔ Understand the importance of visual aids to clarify ideas, thoughts, and feelings.
- ➔ Use verbs to convey a sense of past, present, and future.
- ➔ Recognize the distinguishing features of a sentence.
- ➔ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- flash cards, notecards
- magazines to cut
- scissors, glue, and construction paper
- *Mapa de cuento* (Graphic Organizer #16)*

SUMMARY

A rich princess has everything that she could possibly want. However, she is very bored. So she decides she wants to learn to do something new. When the winter comes and the weather turns cold, she learns how to knit. What happens when she makes a long scarf?

STANDARDS

SLAR CCSS RL 1.2, RL 2.2, RL 1.3, RL 1.7, RL 1.9, RL 1.10, RF 1.1.a, RF 1.2.a, RF 1.3, RF 1.4, W 1.1, W 1.6, SL 1.1, SL 1.2, SL 1.5, SL 1.6, L 1.1.e, L 1.4.a, L 1.6

SLAR TEKS 1.1.F, 1.3.E, 1.4.B, 1.6.A, 1.6.C, 1.7.B, 1.9.A, 1.9.B, 1.10.A, 1.17.E, 1.18.A, 1.19.C, 1.20.A.i, 1.22.A, 1.22.D.iii, 1.28.A, 1.29.A

NCSS IV. Individual Development and Identity

Social Studies TEKS 1.3.A, 1.7.A, 1.7.B, 1.18.A, 1.18.B, 1.19.A

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

aburrida(o) – *que no está haciendo nada interesante o divertido* / bored

agujas – *barritas delgadas que se usan para tejer* / (knitting) needles

aprender – *adquirir conocimientos por el estudio o la práctica* / to learn

bufanda – *tira larga de punto o tejido que se lleva alrededor del cuello como abrigo o adorno* / scarf

lana – *hilo hecho con el pelo de animales como la oveja* / yarn

lo más profundo – *muy adentro* / deep in; the farthest depths of

me cansé (cansarse) – *sentir cansancio* / to be tired

muertos de (frío) – *que tienen o sienten mucho de lo que se dice / "dying of;" feeling something strongly*

pedacito – *parte o trozo pequeño de una cosa* / small piece

rodeado (rodear) – *poner una o varias cosas alrededor de otra* / to surround

suspiró (suspirar) – *dar suspiros* / to sigh

tejer – *hacer telas o tejidos de punto entrelazando hilos o lana* / to knit

Advanced Vocabulary

bostezó (bostezar) – *abrir la boca involuntariamente por sueño, aburrimiento o hambre* / to yawn

enroscársela (enroscarse) – *ponerse algo alrededor del cuerpo, el cuello, etc.* / to wind; to coil

estiraban (estirar) – *tirar de los extremos de una cosa para que quede sin arrugas* / to stretch; to smooth out

inmenso(a) – *muy grande* / immense; enormous

planchaban (planchar) – *pasar la plancha caliente por encima de la ropa para quitarle las arrugas* / to iron

sirvientes – *personas que sirven a otra, sobre todo en tareas de la casa* / servants

soldados – *personas que sirven en el ejército* / soldiers

* 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., *sinónimos*, *antónimos*, *significado*) and instruction words, such as *completa*, *contesta*, *cierto o falso*.
- Have students take turns explaining in their own words what each word means. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Have them compare and contrast their definitions with the class.
- Play a game of Jeopardy!TM in which you tell the definition of a word in a sentence and students have to guess the correct word in the form of a question, such as *Se lleva en el cuello cuando hace frío. ¿Qué es una bufanda?* (You wear this on your neck when it's cold. What is a scarf?)
- Write each of the vocabulary words on a notecard. Distribute words to pairs of students. Have pairs brainstorm words or phrases that are related to the vocabulary word, including antonyms, synonyms, or other meanings. Distribute construction paper and markers and have students create word clouds with their lists. You may also have students use an online site to create the word cloud. Be sure they put the vocabulary word in the word cloud as well. Then, have students present their word clouds to the class, explaining why they included those words and phrases.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the text and read it aloud. Have students practice writing the sentence correctly, replacing the images in the text with the correct words. Be sure students place a capital letter at the beginning and proper punctuation at the end. Repeat with other sentences.
- ▶ Choose a word from the text and read it aloud to students. Make a five-column chart on the board and have students write the number of each of the vowels in the word. Repeat with other words and have students compare which vowel was used the most and the least.

PRE-READING

- ▶ Show students the cover of the book. Have them identify the author and illustrator's names. Then conduct a picture walk through the book. Have students brainstorm why the author and illustrator may have used small illustrations in place of some words in the text, and if they think this could make reading the story easier or more difficult.
- ▶ Have students discuss other stories they may know that involve a princess. Tell students that many times they begin the same, with *Había una vez...* (Once upon a time...), a phrase that usually indicates the story will be a fairy tale. Distribute story map charts (Graphic Organizer #16) and have students complete them with information about one of the princess stories they know. Save the maps for the Post-Reading activities.
- ▶ Have students discuss a time when they were bored and what they did to quell the boredom, and a time in which they wanted to learn how to do something new and what they did.

READING

- ▶ As you read the story, have students repeat chorally after you. Ask questions, such as *¿Qué aprendió la princesa?* (What did the princess learn?) *¿Qué hicieron los soldados con la bufanda?* (What did the soldiers do with the scarf?) Then, have students reread the story with a partner and finally by themselves. Ask the questions again and have students analyze how they are able to answer the questions after multiple readings versus just reading the story once. Explain that rereading a story several times can help them improve fluency, word recognition, and understanding.
- ▶ As you read the story with students, have them identify any context clues to determine the meaning of any unknown words. Remind students to use the small illustrations in the text to help them identify unknown words and to assist them in comprehension. ✓
- ▶ While reading, have students sound out unknown words. Write the words on the board and assist students with breaking them up into syllables. Clap out each syllable as you read them with students, and then blend them together to pronounce the complete words. ✓
- ▶ Discuss with students the elements of a story—*personajes, ambiente, trama, problema, sucesos principales, solución* (characters, setting, plot, problem, main events, and solution). Explain the importance of each element to understanding the story. Divide the class into small groups. Assign each group a few pages of the story. Distribute story map charts (Graphic Organizer #16) and have students reread the story and identify the different elements.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 17 with students. Write the phrase “*que estaban muertos de frío*” ([they] were dying of cold). Tell students that sometimes phrases are used to make a comparison. In this case, the soldiers are not really dying of cold, but are feeling very cold. Explain that this is an example of figurative language. Find other examples of figurative language in the story.
- ▶ Remind students that verbs can be used in several tenses, depending on the time that the story is being told. Create a three-column chart on the board and label the columns *pasado*, *presente*, *futuro*. Have students reread the story and assist them with determining the context of several sentences and the verb tenses. Analyze with students why each tense may be used in different parts of the story (i.e., past tense to tell what happened before, present tense in the dialogue, future tense to say what will happen later). ✓

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 comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Qué le pasaba a la princesa?* (What was happening to the princess?) *¿Qué quería aprender a hacer?* (What did she want to learn how to do?)

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: *¿Por qué quería aprender a tejer la princesa?* (Why did the princess want to learn how to knit?) *¿Por qué compró dos gatos?* (Why did she buy the two cats?) *Describe la bufanda.* (Describe the scarf.) *¿Era una buena bufanda?* *¿Por qué?* (Was it a good scarf? Why?)

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 quiere aprender a hacer dulces la princesa?* (Why does the princess want to learn how to bake sweets?) *Antes de que tejiera la bufanda, ¿qué pensaban las otras personas del reino sobre la princesa?* *¿Y qué piensan ahora?* (Before the princess knitted the scarf, what did the other people in the kingdom think about the princess? And what do they think about her now?)

POST-READING

- ▶ Have students revisit the story maps they made about previously known princess stories. Have students compare each element of those stories and the elements of *Había una vez una princesa* to see how they are the same or different.
- ▶ Have students write a summary of the story. Allow students to use the computer to type their summaries and cut and paste pictures or drawings from the Internet in place of some words in their sentences, similar to how the author and illustrator did in this book. Then allow students to present their summaries to the class. ✓



- ▶ Have students write an opinion piece about the story. Encourage students to use specific examples from the text and illustrations to support why they liked or did not like the story. Then have them read their writing with a partner and compare opinions.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students work in small groups to research the times in history in which princesses lived in castles like the one depicted in the story. Have them write a few sentences about the information they gathered and add pictures or drawings to support their research. ✓
- ▶ Discuss with students the characters in the story. Remind them that the princess was rich and had servants and soldiers that worked in her castle. Have students compare and contrast that way of living and the way we live today. Create a Venn diagram on the board to record student's ideas. Then ask students what they think is good and bad in each system, based on the information in the diagram, and give reasons to support their opinions.
- ▶ Have students brainstorm the types of clothing besides scarves that people might wear in cold or winter-type weather. Have students use scraps of paper or cutouts from magazines to draw a picture of themselves dressed for cold weather. Then have them compare the clothing they wear in cold weather with the types of clothing that other people wear in parts of the world that may be colder.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students reread page 21 of the story. Then have them write a sequel to the text with the princess learning how to bake. Distribute story maps and have students plan the story before writing. Allow students to use small illustrations in place of some words just like the author and illustrator did in this book. Then have students present their stories to the class. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of 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. bufanda | a. barritas delgadas para tejer |
| 2. agujas | b. hacer tejidos entrelazando lana |
| 3. tejer | c. tira larga que se lleva alrededor del cuello |
| 4. inmenso | d. hilo hecho con pelo de oveja |
| 5. lana | e. muy grande |

B Completa las oraciones con el verbo correcto.

bostezó plancharon cansé aprender

1. Las planchadoras _____ **plancharon** _____ la bufanda.
2. Me _____ **cansé** _____ de correr por el patio.
3. El niño _____ **bostezó** _____ porque tenía sueño.
4. Quiero _____ **aprender** _____ a hacer bizcochos.



Nombre _____

Comprensión lectora

A ¿Cierto o Falso?

1. La princesa era pobre.

☐

Cierto

☒

Falso

2. La princesa quería aprender a tejer.

☒

Cierto

☐

Falso

3. A la gente le gustaba la bufanda.

☒

Cierto

☐

Falso

4. La princesa tejió la bufanda porque hacía calor.

☐

Cierto

☒

Falso

B Contesta.

1. ¿Cómo era la princesa al principio? ¿Cómo cambió?

Possible answers: Al principio estaba aburrida y quería aprender algo nuevo. Después pensaba en otras personas y no solamente en ella. Aprendió a hacer cosas por sí misma.

2. ¿Fue una buena idea que la princesa aprendiera a tejer? ¿Por qué?

Possible answer: Fue una buena idea, porque la bufanda ayudó a las personas a protegerse del frío.

3. ¿Alguna vez has aprendido a hacer algo que sirva para ayudar a otros? Explica.

Answers will vary.



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