



## Lesson Plan and Activities

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

### Hogares

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### COMPLEXITY

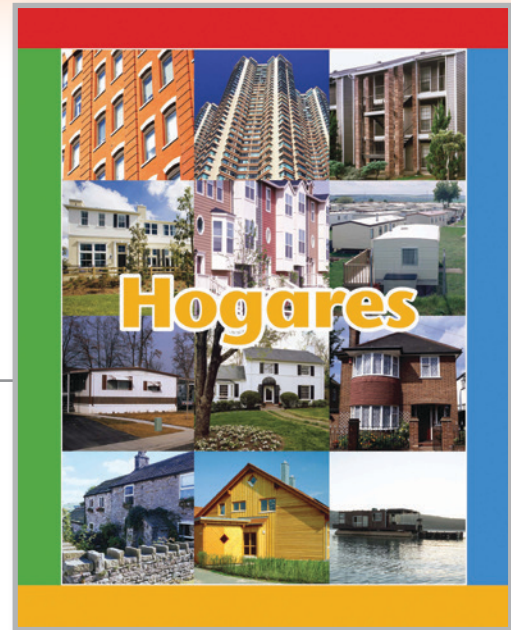
F&P Guided Reading Level D / Lexile Level 240L

### 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.
- ➔ Recognize the distinguishing features of a sentence.
- ➔ Distinguish the sounds of the vowels in words.
- ➔ Recognize that a syllable can consist of a single vowel.



#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



**Together we foster lifelong readers**

## 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 #30)\*

## 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

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

**SLAR 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

**Social Studies TEKS** 1.6.B, 1.6.C, 1.7.A, 1.7.B, 1.17.A, 1.17.B, 1.18.A, 1.18.B

**Health TEKS** 1.9.C

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**anchas(os)** – *amplias* / wide

**muchos** – *abundantes* / many; very much

**pocos** – *que no hay muchos* / little;

not much; not many

**largas(os)** – *que tienen longitud* / long

**móviles** – *que pueden moverse* / mobile

**unidas(os)** – *conectadas* / connected

**individuales** – *separadas*

/ individual; single

### Advanced Vocabulary

**apartamento** – *vivienda pequeña* / apartment

**casa** – *hogar; domicilio* / home; house

**edificio** – *construcción de varios pisos* / building

**hogar** – *vivienda* / home

**ladrillo** – *bloque rectangular de barro 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

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://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. 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 reread 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), *individual* (individual), *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

### READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the text and write it incorrectly on the board, leaving out the capital letter at the beginning and punctuation. Have students rewrite the sentence correctly in their notebooks, then share their writing with the class. Repeat with additional sentences.
- ▶ Write the letters of the word *unidas* on separate notecards. Mix them up and place them on the board. Sound out the word by individual letters and have volunteers determine the proper order of the letters to form the word correctly. Have students identify each of the consonant and vowel sounds. Then have students divide the word into syllables and count the number of vowels in each syllable.

### 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

- ▶ 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?)*
- ▶ Reread 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 #30) to present to the class. ✓

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Reread 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.
- ▶ Reread 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

- Read the text aloud to students several times and have students repeat chorally after you.
- 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 tipos de 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 #30), 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 FOCUS:

Building Knowledge in the Content Areas

- ▶ 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 FOCUS:

Writing from Sources / Research Strand

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 anchas 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. Las casas móviles pueden ser \_\_\_\_\_ anchas \_\_\_\_\_.

### 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 answers: ancha y bonita; larga y blanca.



Nombre: \_\_\_\_\_

## Comprensión lectora

### 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 Answers will vary.

\_\_\_\_\_  
\_\_\_\_\_.



Nombre: \_\_\_\_\_

## Vocabulario

unidas flotan anchas pisos

### A Completa.

1. El edificio de apartamentos tiene muchos \_\_\_\_\_.
2. Algunas casas \_\_\_\_\_ en el agua.
3. Hay casas \_\_\_\_\_ con otras.
4. Las casas móviles pueden ser \_\_\_\_\_.

### B Escribe el antónimo.

1. larga \_\_\_\_\_
2. poco \_\_\_\_\_
3. unida \_\_\_\_\_
4. ancha \_\_\_\_\_

### C Contesta.

¿De qué materiales pueden ser las casas?

1. Las casas pueden ser de \_\_\_\_\_.
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Nombre: \_\_\_\_\_

## Comprensión lectora

### A Contesta.

1. Un edificio de apartamentos, ¿tiene muchos o pocos hogares? ¿Por qué? \_\_\_\_\_  
\_\_\_\_\_
2. ¿En qué se diferencia un edificio de apartamentos de una casa? \_\_\_\_\_  
\_\_\_\_\_
3. ¿Por qué crees que hay personas que viven en casas que flotan? \_\_\_\_\_

### B Dibuja una casa y descríbela.



La casa es \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.