



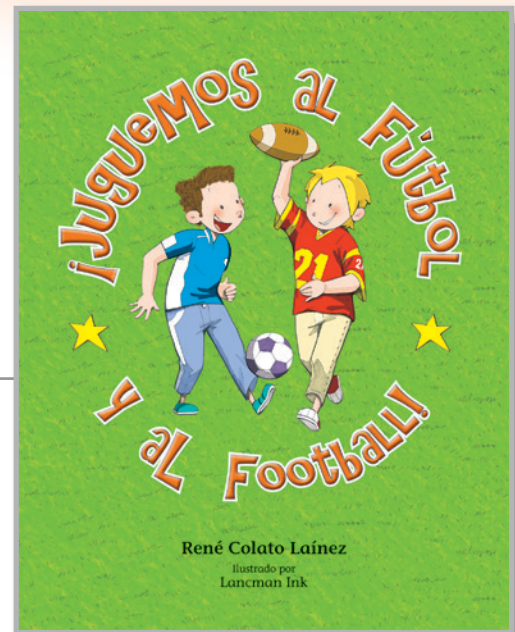
Lesson Plan and Activities

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

¡Juguemos al fútbol y al football!

Author: **RENÉ COLATO LAÍNEZ**

Illustrator: **LANCMAN INK**



COMPLEXITY

F&P Guided Reading Level G / Lexile Level 370L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Realistic Fiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Ask and answer questions about key details in a text.
- ➔ Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- ➔ Describe characters, settings, and major events in a story, using key details.
- ➔ Identify who is telling the story at various points in a text.
- ➔ Compare and contrast the adventures and experiences of characters in a story.
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.
- ➔ Write a brief narrative around a center focus.
- ➔ Know that complete sentences express a thought.
- ➔ Recognize text features.
- ➔ Recognize the distinguishing features of a sentence.
- ➔ Identify cognate words.
- ➔ Read with sufficient accuracy and fluency to support comprehension.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons, construction paper
- flash cards, notecards, and sentence strips
- various sports balls
- *Tabla de cuatro columnas* (Graphic Organizer #32)*
- blank world maps
- large chart paper and markers

SUMMARY

Chris meets Carlos, his new neighbor. They both like to play sports and want to play together. At first, they think they play the same sport, until they realize that one plays American football and the other plays *fútbol* or soccer! Soon the boys figure out that playing each other's favorite sport can be fun, too!

STANDARDS

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

SLAR TEKS 1.1.D, 1.1.F, 1.3.E, 1.3.I, 1.4.B, 1.9.B, 1.17.A, 1.17.E, 1.18.A, 1.20.B, 1.21.B, 1.21.C, 1.22.A, 1.27.B, 1.28.A, 1.29.A

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

Social Studies TEKS 1.1.A, 1.11.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

a toda velocidad – *con mucha rapidez*
/ at full speed, at top speed

anotar – *hacer puntos en un deporte*
/ to score

bloquear – *detener algo o impedir que se mueva o funcione con normalidad* / to block

camiseta – *prenda de vestir con o sin mangas, como la que usan los deportistas* / T-shirt

de derecha a izquierda – *del lado derecho hacia el izquierdo* / from right to left

jugar – *hacer algo por diversión o entretenimiento* / to play

meter (un gol) – *hacer un punto en fútbol metiendo la pelota en la meta* / to score in soccer

pelota – *bola de goma u otro material, con la que se practican diferentes juegos y deportes; balón* / ball

vecino(a) – *que vive en la misma población, barrio o edificio* / neighbor

Advanced Vocabulary

adelante – *al frente* / forward

lanzó (lanzar) – *arrojar, tirar* / to throw
ovalada(o) – *en la forma de un óvalo*
/ oval-shaped

redonda(o) – *que tiene forma de círculo o de esfera* / round

retrocedió (retroceder) – *volver o ir hacia atrás* / to step back

se acomodó (acomodarse) – *colocarse algo de modo que se sienta o se vea bien*
/ to adjust

se alejaba (alejarse) – *apartarse de un lugar*
/ to move away; to get away from

* 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., *sílabas, palabra, verbo, sustantivo*) and instruction words, such as *cierto o falso, une, completa*.
- Write the vocabulary words on separate notecards or sentences strips. Cut the words up into syllables and have students practice clapping them out as they read along with you. Then blend the syllables into the words and have students repeat them. Finally, have students mix up the syllables and try to form the words correctly while reading them.
- Divide the class into pairs. Assign each pair a vocabulary word to define in their own words. Next, distribute dictionaries and have pairs locate the definition. Model how to use the guidewords at the top of the dictionary pages to help students find the words. Clarify the different parts of speech that may be listed so students find the proper usage for the story. Have students compare their definitions to the ones found in the dictionary and share the information with the class.
- Write each vocabulary word on a notecard. Distribute the cards to students. Then pair up students and have them determine how their words could relate to each other. Then have them create a sentence using their words, being sure to use proper capitalization and punctuation, and to make the sentence a complete thought. Have pairs read their sentences to the class, and have the rest of the students analyze the relationship between the two words in the presented sentences.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the text and write it on the board. Review with students what nouns and verbs are, and tell students that each sentence has a subject (noun) and a verb. Have students identify the subject and verb in your sentence and underline them in different colors. Repeat with other sentences.
- ▶ Have students read the story one time with a partner. Tell students to help each other with correct pronunciation and fluency. Remind students to use other words in the sentence to help them figure out any unknown words and to re-read any unknown word using phonetic strategies. Then have students read the text again individually, focusing on improving their fluency and accuracy on the second reading.

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the title and the author. Have them 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.
- ▶ Tell students that the characters in the story will meet for the first time because Carlos is Chris's new neighbor. Have students recall meeting a new neighbor or friend for the first time. Have them briefly describe the experience and what they did with their new friend.
- ▶ Draw a Venn diagram on the board. Label the circles *football* and *fútbol*. Point out that these words are cognates (*cognados*), or words from different languages that look, sound, and mean the same. Have students tell you similarities and differences between these two sports and record their responses. You may need to clarify that in this book "fútbol" refers to soccer, and "football" to *fútbol americano*. Save this diagram for Post-Reading activities.

READING

- ▶ Write the words "football" and "fútbol" on the board. Explain to students that cognates (*cognados*) are words that share similar meaning, spelling, and pronunciation; and that cognates help them understand a text by allowing them to use their native language to understand a second language. Have students work in pairs to think of more cognates they know. Then ask them to write sentences using the cognates. Have them share their writing with the class. ✓
- ▶ Read pages 2–5. Point out the quotation marks and dashes used in the text. Tell students that in Spanish quotation marks are used to show what characters are thinking or telling themselves, and long dashes are used in dialogs—when characters are talking to each other. Explain that in the story the narrator is speaking first and quoting what the characters are saying to themselves, thus the use of quotation marks. Explain that, starting on page 4, since characters are speaking to each other, their lines are separated by long dashes. In addition, words like "dijo" and "said" indicate who is talking. Have students identify who is speaking at different intervals and explain how they know. ✓

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Reread pages 6–9. Have students compare and contrast what each character is doing and saying about their respective sports. Have students discuss what is the same and different about each of the character's experiences and actions.
- ▶ Read pages 10–13. Teach cause and effect by asking questions that require students to point out what happened in the story to cause the boys to stop playing together. Have students summarize their thoughts using the word *porque* (because) in sentences such as: *Chris y Carlos decidieron no seguir jugando porque no sabían usar la pelota del otro.* (Chris and Carlos decided not to play together any more because they didn't know how to use the other person's ball.)
- ▶ Read pages 14–19. Write the following sentences on the board: *Tu pelota vuela como un avión. Tu pelota rueda más rápido que las llantas de un carro de carreras.* Have students identify the object to which the characters are comparing each other's sports ball. Explain to students that when an object is compared to another using the word *como* (like), this is called a *símil* (simile). Have students create their own similes about the football and the soccer ball using different comparisons than the characters and share them with the class. ✓

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 deporte le gusta jugar a Chris? ¿Y a Carlos?* (What sport does Chris like to play? And Carlos?) *¿Cómo es la pelota de fútbol americano? ¿Y la de fútbol?* (What is an American football like? And a soccer ball?)

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 a Chris no le gustó al principio la idea de jugar con la pelota de Carlos?* (Why did Chris not like the idea of playing with Carlos's ball at first?) *¿Por qué Carlos no quería seguir jugando con Chris?* (Why did Carlos not want to play with Chris any longer?)

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: *¿De qué forma cambiaron los personajes durante el cuento?* (How did the characters change during the story?) *¿Cómo se sentían los niños al final del cuento? ¿Cómo lo sabes?* (How did the children feel at the end of the story? How do you know?)

POST-READING

- ▶ Review the predictions students made in the Pre-Reading activities and determine who guessed what would happen in the story correctly. Have students provide their opinions about the story, including if they liked it, what part was their favorite and why, and if they would recommend the book to others and why.



- ▶ Have students determine what type of personality Chris and Carlos have, based on their actions and dialogue from the text. Using a four column chart (Graphic Organizer #32) labeled *¿Cómo es?*, *¿Qué deporte juega?*, *¿Qué puede hacer?*, and *¿Qué hizo en el cuento?* (What does he look like?, What sport does he play?, What can he do?, and What did he do in the story?) have students compare and contrast the actions and experiences of the main characters. Students should use evidence from the story to explain how the two children are the same and different. ✓
- ▶ Read aloud the text on page 30. Revisit the Venn diagram from the Pre-Reading activity comparing football and soccer. Have students see if what they wrote on the diagram is the same as or different than what they read or saw in the book. Then, have students use the information from the diagram and the book to write a paragraph comparing and contrasting the two sports.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students choose a sport or game to describe to the class. They may need to conduct some research to find out what equipment is used, the rules of the game, and the objective of the game/sport. Students should prepare a short visual presentation demonstrating how to play it, by providing a short list of steps for the rest of the class to follow. If time and conditions permit, have students try to play each of the sports or games presented. ✓
- ▶ Conduct a class discussion about the importance of friends helping each other, like Chris and Carlos did in the story, by teaching each other about their sport.
- ▶ Take a survey of students' interest in sports. Then have students work in small groups to use the data to create a graph to display the results. Distribute large chart paper and markers. Assign each group a different type of graph, such as a bar graph, a pie chart, a pictograph, and a double bar graph. Students could interpret the data in different ways, such as showing the results by sports or by gender.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Distribute writing paper to students. Have students write a narrative story about playing a sport or game with a friend. Students should use story maps to brainstorm the characters, setting, and plot before writing their drafts. Remind students to use proper punctuation for indicating dialogue. Have students work together to peer edit their writing, then recopy their drafts and present their stories with illustrations. 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.

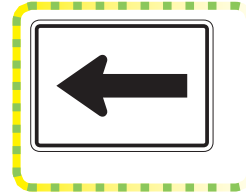
1. pelota

2. camiseta

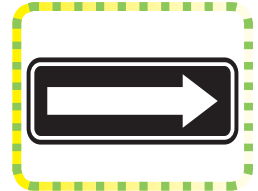
3. derecha

4. izquierda

a.



b.



c.



d.



B Completa las oraciones.

bloquear jugar lanzó vecino

1. Quiero _____ jugar _____ al fútbol con mis amigos.

2. El árbol se cayó y va a _____ bloquear _____ el camino.

3. El niño _____ lanzó _____ la pelota muy lejos.

4. Mi _____ vecino _____ atrapó la pelota.



Nombre _____

Comprensión lectora

A ¿Cierto o Falso?

1. Chris juega al fútbol.

☐

Cierto

☒

Falso

2. Carlos juega con una pelota ovalada.

☐

Cierto

☒

Falso

3. Chris lanza una pelota de fútbol americano.

☒

Cierto

☐

Falso

4. Carlos mete un gol.

☒

Cierto

☐

Falso

B Completa la tabla sobre los deportes.

Características	Fútbol americano	Fútbol
Forma de la pelota	 La pelota es ovalada.	 La pelota es redonda.
Qué se hace con la pelota	Se lanza, se pasa y se atrapa la pelota. Se corre con la pelota en las manos.	Se cabecea, se atrapa y se patea la pelota.
Cómo se anotan puntos	Tienes que hacer un touchdown (cruzar la meta llevando la pelota).	Tienes que hacer un gol (patear la pelota en la meta).



Nombre _____

Vocabulario

A Une.

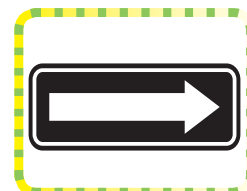
1. pelota

a.



2. camiseta

b.



3. derecha

c.



4. izquierda

d.



B Completa las oraciones.

bloquear jugar lanzó vecino

1. Quiero _____ al fútbol con mis amigos.

2. El árbol se cayó y va a _____ el camino.

3. El niño _____ la pelota muy lejos.

4. Mi _____ atrapó la pelota.



Nombre _____

Comprensión lectora

A ¿Cierto o Falso?

1. Chris juega al fútbol.

☐

Cierto

☐

Falso

2. Carlos juega con una pelota ovalada.

☐

Cierto

☐

Falso

3. Chris lanza una pelota de fútbol americano.

☐

Cierto

☐

Falso

4. Carlos mete un gol.

☐

Cierto

☐

Falso

B Completa la tabla sobre los deportes.

Características	Fútbol americano	Fútbol
Forma de la pelota		
Qué se hace con la pelota		
Cómo se anotan puntos		