



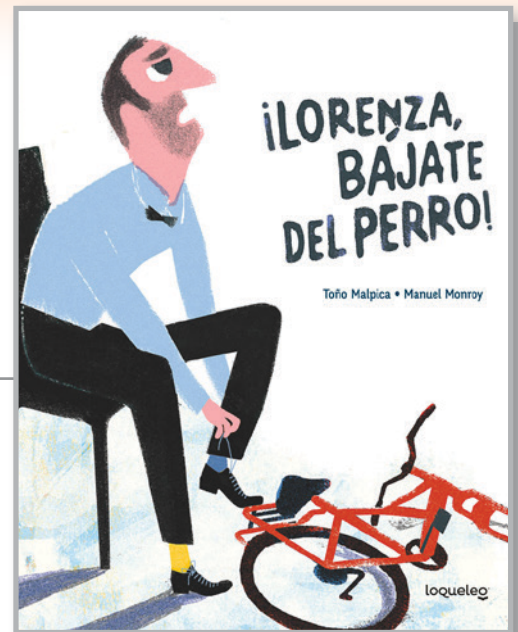
Lesson Plan and Activities

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

¡Lorenza, bájate del perro!

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Illustrator: **MANUEL MONROY**



COMPLEXITY

F&P Guided Reading Level E / Lexile® Level 460L

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.
- Identify and write down key details and main events in a story.
- Use the illustrations to describe characters, settings, or events.
- Demonstrate understanding of spoken words.
- Apply grade-level phonics and word analysis skills in decoding words both in isolation and within a text.
- Use rereading as a strategy to help understand a text.
- Use the illustrations in the text to describe key ideas.
- Draw conclusions from non-explicit ideas.
- Demonstrate command of Spanish grammar conventions and usage when speaking or writing.
- Write narratives using effective technique, well-chosen details, and well-structured event sequences.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- index cards
- stuffed animal or doll
- chart paper, markers
- *Secuencia de sucesos*
(Graphic Organizer #28)
- *Tabla de tres columnas*
(Graphic Organizer #31)

SUMMARY

Lorenza spends her day hearing her dad tell her what she needs to do. Unfortunately, Lorenza doesn't seem to be interested in following his instructions, and the entire day seems to be a battle between what Lorenza should do and what she does. This is a simple story with a happy ending about the relationship between a father and his daughter.

STANDARDS

SLAR CCSS RL 1.1, RL 1.2, RL 1.3, RL 1.6, RL 1.7, RL 1.10, RF 1.1a, RF 1.4a–c, SL 1.1, SL 1.1a–c, SL 1.2, SL 1.2, L 1, L 1.A, L 1.F, W 1.3, W 1.5

SLAR TEKS 1.1.A, 1.1.B, 1.1.D, 1.3.E, 1.4.B, 1.5.A, 1.6.A, 1.6.C, 1.7.A, 1.9.B, 1.12, 1.18.A, 1.19.A, 1.20.A, 1.20.B, 1.21.A–C, 1.22.A–D, 1.22.F, 1.24.A, 1.24.C, 1.27.A, 1.28.A, 1.29.A

NCSS IV. Individual Development and Identity; V. Individuals, Groups and Institutions

Social Studies TEKS 1.8.A, 1.8.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

acábate (acabarse) – *comer o beber algo en su totalidad* / to finish eating
bájate (bajarse) – *ir a otro lugar que esté más bajo* / to get down from
brincotees (brincotear) – *dar saltos* / to jump
devuelves (devolver) – *llevar una cosa al lugar de donde se ha sacado* / to give back
pecera – *vasija de cristal con agua para poner peces* / fishbowl
sonrisota (sonrisa) – *una sonrisa grande* / grin

Advanced Vocabulary

acarician (acariciar) – *tocar suavemente y con cariño* / to caress, to pet
calentar – *dar calor a algo* / to warm up
enfriar – *poner fría a una cosa* / to get cold
merienda – *una comida ligera* / snack
tener razón – *decir la verdad* / to be right
sobar – *masajear o acariciar* / to rub

* 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 (e.g., *sílabas, palabra, verbo, sustantivo, suceso*) and instruction words, such as *une, separa, completa*.
- Write the vocabulary words on separate notecards or sentence 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 words and have students repeat them. Finally, have students mix up the syllables and form the words correctly while reading them.
- Divide students into pairs. Assign each pair a vocabulary word to define in their own words. Have students classify their word as either a noun or a verb, create a picture to represent it, and share both their definitions and illustrations with the class. Later post them on the class Word Wall. ✓
- Write the vocabulary words and their definitions on separate index cards and distribute them to students. Play a children's song with a lively beat, such as María Elena Walsh's *El reino del revés*, while students find the card that corresponds to theirs.
- Make a set of cards containing the vocabulary words on one side and the definition of a different word on the other. Have students play a game of *Yo tengo*. *¿Quién tiene?* In this game, a student is chosen to say *Yo tengo* (vocabulary word). *¿Quién tiene* (definition on the back of the card)? The student with the correct word responds similarly. Continue playing until the first word's definition is called.

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 student-generated sentences.
- ▶ After the group reading, 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 strategies such as using other words in a sentence to determine the meaning of new words (context clues) and to use decoding strategies, including syllabication, to reread new words. Then have students reread the text individually, focusing on improving their fluency and accuracy.

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 may be about, providing evidence from the illustration to support their predictions. Record their predictions on the board and save them for Post-Reading activities.
- ▶ Tell students that they are going to meet Lorenza, a mischievous little girl whose dad tries to keep her out of trouble all day long. Select an event from the story, such as not being able to find their shoes or playing with a sibling's toys, and have students briefly describe their experiences, guiding them to make connections between the story and their own lives.
- ▶ Draw a two-column chart on the board, labeling one column *Lo que me dicen mis papás* and the other *Lo que pasa cuando no lo hago*. Have students tell you things their parents tell them to do and what happens when they do something different. Record their responses on the chart.

READING

- ▶ Explain drawing conclusions. Tell students that being able to draw adequate conclusions means we understand what we are reading. Also explain that sometimes we can draw conclusions even when the idea is not exactly written or mentioned in the text and that we can use ideas, pieces of information, illustrations, and context clues to help us draw conclusions.
- ▶ Give each student a *Tabla de tres columnas* (Graphic Organizer #31). Have them label each column as follows: *Suceso* / *Papá* / *Lorenza*. Tell students that they are going to keep track of how each character sees the major events in the story.
- ▶ Read pages 4–11. Have students compare the illustrations with the text. Ask: *¿Por qué creen que el papá busca a Lorenza en lugares tan raros?* (Why do you think Dad is looking for Lorenza in such odd places?)
- ▶ Read pages 12 and 13. Ask students to describe what Dad is doing and what he is telling Lorenza to do (putting his finger in the jam jar and telling her to take her hand out of the fishbowl). Ask: *¿Piensas que Lorenza y su papá se parecen en las cosas que hacen? ¿Por qué lo piensas?* (Do you think Lorenza and her dad are alike in the things they do? Why do you think so?)
- ▶ Read pages 16 and 17. Ask: *¿Qué piensas que le pasó a Lorenza? ¿Por qué? ¿Por qué parece una capa el saco del papá?* (What do you think happened to Lorenza? Why? Why do you think Dad's jacket looks like a cape?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 18–21. Ask: *¿Qué le dice el papá a Lorenza? ¿Qué hace el papá? ¿Por qué piensas que él dijo una cosa e hizo otra?* (What does Dad say to Lorenza? And what does he do? Why do you think he said one thing and did something else?)
- ▶ Read pages 30–37. Ask: *¿Qué aprendiste de Lorenza y de su papá cuando fueron a dormir?* (What did you learn about Lorenza and her dad at bedtime?)

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 hacía Lorenza encima de la mesa? ¿Qué pasó con el jugo?* (What did Lorenza do on top of the table? What happened with the juice?) *¿Qué tipo de zapatos llevó Lorenza al karate?* (What kind of shoes did Lorenza wear to karate?)

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 dijo el papá que Lorenza debía sacar la mano de la pecera?* (Why did Dad tell Lorenza to take her hand out of the fishbowl?) *¿Por qué el papá ayudó a Lorenza a cambiarse la ropa?* (Why did Dad help Lorenza change her clothes?)

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: *¿Qué sienten Lorenza y su papá, el uno por el otro, al final del cuento? ¿Cómo lo sabes?* (How do Lorenza and her dad feel about each other at the end of the story? How do you know?) *A veces, las ilustraciones del cuento nos dicen algo diferente a las palabras. ¿Crees que el libro nos cuenta sobre solo un día en la vida de Lorenza o crees que eso es lo que pasa todos los días?* (Do you think this story tells us about just one specific day in Lorenza's life or do you think this is what happens every day?)

POST-READING

- ▶ Review the predictions students made in the Pre-Reading activities and determine whether their predictions were correct. Have students offer their opinions about the story, including whether they liked it, which part was their favorite and why, and if they would recommend the book to others and why.
- ▶ Review the *Tabla de dos columnas* (Graphic Organizer #30) students created before reading the story. Ask them to compare their earlier responses to what they learned about Lorenza and her dad from reading the story. ✓
- ▶ Ask students to review their *Tabla de tres columnas* (Graphic Organizer #31) and think about the events in the story. Discuss the main idea of the story and, as a class, draw a conclusion about Lorenza and her dad's life. ✓



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Survey students about the number of people in their families. Then have students work in small groups 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, pictograph, pie chart, or double bar graph. The group's data could be a simple total or be divided into categories such as adults and children. ✓
- Conduct a class discussion about families, emphasizing how families have changed over time, but are still very important in helping us stay safe and healthy, like Lorenza's family is in the story.
- Brainstorm with students some family routines, such as getting ready for school, taking care of pets, or getting ready for bed. Have them prepare a short visual presentation demonstrating how to follow the routine, providing a short list of the steps for the rest of the class to follow.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Distribute writing paper to students. Have students write a narrative about how they get ready for school every morning. Students should use Graphic Organizer #28, *Secuencia de sucesos*, to brainstorm their ideas before writing their draft. Remind students to pay attention to capitalization and punctuation. Have students work together to peer edit their writing, then recopy and present their stories with illustrations. Help students complete this activity by having them write words, phrases, or complete sentences on their own, per 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. enfriar | a. termina de comértelo |
| 2. merienda | b. no es almuerzo, ni cena |
| 3. devuelves | c. se lo das al dueño |
| 4. acábate | d. ponerlo frío |

B Completa las oraciones.

calentar enfriar razón acarician

1. Tienes toda la razón, el pantalón es verde, no azul.
2. Siéntate y come tu merienda porque se va a enfriar.
3. A mi perrito le gusta cuando le acarician las orejas.
4. Ahora voy a calentar la sopa.



Nombre _____

Comprensión lectora

A Escoge la palabra o frase que completa la oración.

1. Lorenza quería acariciar
el perro. los peces. el gato.
2. Papá dijo: —El perro no es
un caballito. una merienda. una mascota.
3. Lorenza perdió sus zapatos antes de la clase de
gimnástica. béisbol. karate.
4. El papá le dijo a Lorenza que tomar los legos sin
permiso era como
ir a la playa. cambiarse de ropa. robar.

B ¿Cuál de las acciones de Lorenza te gustó más? Haz un dibujo de esa acción y escribe una oración que la describa.

Answers will vary but must include events from the story.



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- | | |
|--------------|----------------------------|
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