



## Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

### ¡No tengo sueño!

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loqueleo

### COMPLEXITY

F&P Guided Reading Level E / Lexile Level 610L

### TEXT TYPE

Literary Text: Realistic Fiction

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- ➔ Ask and answer questions about key details in a text.
- ➔ Use illustrations and details in a story to describe its characters, settings, or events.
- ➔ Read with sufficient accuracy and fluency to support comprehension.
- ➔ Write a brief opinion piece about a book or story, and provide a reason for that opinion.
- ➔ Describe personal experiences.
- ➔ Participate in collaborative conversations about Grade 1 topics and texts with diverse partners, including peers and adults in small and larger groups.
- ➔ Produce complete sentences when appropriate to task and situation.
- ➔ Know and understand affixes.
- ➔ Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, pencils, crayons, construction paper
- flash cards, notecards, and sentence strips
- paper plates, paper fasteners
- seven-box chart (weekly chart)
- *Bingo, Mapa de cuento, Mapa de ideas* (Graphic Organizers #3, #16, and #18)\*

## SUMMARY

It is time for bed, but Lola is not tired. She wants to stay up to feed her pets, play in her room, or use her imagination. Her father tries to read her a story to get her to sleep, but instead he tires himself out! When her cousin Ricardete comes to visit, the two stay up all night playing. In the morning when it is time for school, Lola cannot get up—she is too tired!

## STANDARDS

**SLAR CCSS** RL 1.1, RL 1.3, RL 1.7, RL 1.10, RF 1.2.e, RF 1.3.d, RF 1.4, W 1.1, W 1.7, W 1.8, SL 1.1, SL 1.4, SL 1.6, L 1.1, L 1.4, L 1.6

**SLAR TEKS** 1.1.F, 1.4.B, 1.5.A, 1.9.A, 1.9.B, 1.17.C, 1.17.E, 1.19.C, 1.20.A.ii, 1.27.A, 1.29.A

**NCSS** III. People, Places, and Environments

**Social Studies TEKS** 1.7.A, 1.7.B, 1.11.A, 1.11.B

**Math TEKS** 1.3.B, 1.8.A, 1.8.B

**Health TEKS** 1.1.A

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**arrancan (arrancar)** – *referido a una máquina, iniciar su funcionamiento o movimiento* / to start (a car/ machine)  
**contenta(o)** – *alegre; feliz* / happy; pleased  
**en ocasiones (ocasión)** – *en ciertos momentos* / occasionally  
**hora de acostarse** – *momento de irse a la cama* / bedtime  
**ordena (ordenar)** – *dar una orden, decir a alguien lo que debe hacer* / to order; to command  
**rendido(a)** – *muy cansado* / exhausted  
**roncar** – *hacer un ruido fuerte al respirar cuando se duerme* / to snore  
**se desliza (deslizarse)** – *resbalar suavemente sobre algo* / to slide onto  
**tarde** – *a una hora avanzada del día o de la noche; con retraso* / late

### Advanced Vocabulary

**despertadores** – *relojes con alarma* / alarm clocks  
**disfrazándose (disfrazarse)** – *ponerse un disfraz* / to dress up  
**dormirse** – *cerrar los ojos y dejar de pensar, para descansar* / to fall asleep  
**motores** – *máquinas que producen movimiento* / motors; engines  
**remedio** – *lo que sirve para solucionar un problema* / solution  
**travesuras** – *acciones que causan un pequeño daño, para divertirse, aunque sin mala intención* / mischiefs  
**travesía(o)** – *que hace travesuras* / naughty; mischievous; restless  
**volteretas** – *vueltas en el aire o en el suelo* / somersaults

\* 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. 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., *sufijo*, *consonante*, *vocal*) and instruction words, such as *cierto o falso*, *encierra*, *escribe*.
- Write each word on a notecard. Distribute one to each student. Have them write their own definition for the word on the back of the card. Next ask them to include the part of speech and a small picture or illustration. Then have students place the cards in a file box in alphabetical order. Each time a word is used in an activity or some other time in school, students can place a star on the front of the card. At the end of the week, see which word was used the most.
- Play a game of Bingo (Graphic Organizer #3). Distribute game cards with eight boxes to students and game chips or tiny pieces of paper. Have them choose eight words to write on their cards. Then call out a definition and have students look for the matching word on their card and cover it with a chip or a piece of paper if they have it. The first student to cover his or her entire card wins.
- Write the words *motores*, *ocasiones*, and *despertadores* on the board. Have students try to determine the root words. Elicit *motor*, *ocasión*, and *despertador*. Explain that the letters *-es* at the end of the word are used as a suffix to indicate plurality, or more than one, if the word ends in a consonant. If the word ends with a vowel, then you only add an *s*. Give students a list of other root words ending in consonants to change from singular to plural, such as *avión*, *estación*, *color*, *reloj*. Then have students practice forming the plural forms on the board. Repeat the activity with other suffixes used throughout the vocabulary list and/or story. ✓

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Write the following syllables on the board: *ba, ra, ca, no, es, ño, che, ma, ho, tá*. Then have students work with a partner to form words (*baño, hora, cama, noche, está*). Have pairs read their words.
- ▶ Choose a word from the vocabulary list and write it on the board or chart paper. Have volunteers underline the consonants in red and the vowels in blue. Explain to students that each syllable must have at least one vowel. Then let students determine where the word should be divided into syllables. Have students check to see that each syllable has at least one vowel. Repeat with other words.

### PRE-READING

- ▶ Have students look at the cover of the book and identify the title and author. Have students make predictions about what the story will be about based on the cover illustration and title. Be sure students provide evidence to support their predictions and point of view.
- ▶ Have students discuss their sleeping habits. Ask: *¿A qué hora te acuestas? ¿Por qué? ¿Te gusta acostarte a esa hora? ¿Por qué? Si pudieras, ¿a qué hora te acostarías?* (At what time do you go to bed? Why? Do you like going to bed at that time? Why? If you were in charge, what time would you go to bed?)
- ▶ Have students discuss a time when they stayed up late. Have them talk about the experience including the reason why they stayed up late. Tell students to pay close attention to the actions of the main character Lola as you read the story, so they can compare her actions to their own.

### READING

- ▶ Read the story aloud to students. Then have them read the pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic. 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.
- ▶ Read pages 4 and 5. Ask students to discuss Lola's behavior and their opinions about it. Then ask: *¿Cómo se siente la mamá de Lola? ¿Cómo se siente su papá? ¿Cómo lo sabes?* (How does Lola's mom feel? How does her father feel? How do you know?)
- ▶ Read pages 10 and 11. Have students explain why Lola screams about a spider that is in her bed. Then have students explain why the author explained Lola's lack of fears on page 11. Elicit that the author was trying to demonstrate that Lola is making up excuses to continue playing, and avoid going to bed.
- ▶ Read pages 15–17. Have students discuss Lola's father's idea to get her to go to bed and its effectiveness. Have students discuss things Lola's father could have done differently to get Lola to go to bed on time. Then, have students work with a partner to write Lola's father a letter giving him the advice and suggestions.
- ▶ Read pages 18–21. Have students discuss the actions of Ricardete and Lola. Ask them to compare and contrast their behavior and experiences in the story. Discuss how Lola's parents must feel having two children refusing to go to bed at the same time. Be sure students provide details from the story as evidence to support their answer.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 30 and 31. Have students discuss Lola's actions at this point in the story and compare them to her previous actions. Have students give details from the story to explain why Lola is so tired at the end. Then have students discuss ways that the mother could get Lola out of bed.
- ▶ Write down all the things that Lola does to stay awake on separate sentence strips. Then place them on the board in random order. Have students volunteer to put the events in order and use transition words, such as *primero*, *luego*, *después*, and *finalmente*, to retell Lola's actions in the proper sequence.

## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and then 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: *¿De qué se disfraza Lola?* (What does Lola dress up as?) *¿Quién viene a visitar a Lola?* *¿Qué hacen?* (Who comes to visit Lola? What do they 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 el papá de Lola ronca?* (Why does Lola's father snore?) *¿Qué quería hacer Lola en lugar de acostarse?* (What did Lola want to do instead of going to bed?)

### 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 tipo de niña es Lola?* *¿Cómo lo sabes?* (What kind of girl is Lola? How do you know?) *Al final del cuento, ¿qué va a hacer la mamá para que Lola se levante?* (What is Lola's mother going to do to get Lola out of bed at the end of the story?)

## POST-READING

- ▶ Have students revisit the predictions they made in the Pre-Reading activities and compare them to what really happened in the story. Distribute story map charts (Graphic Organizer #16) and have students complete them using details from the story. Then have students write a summary of the story using the information from the map. ✓
- ▶ Have students act out the story. Allow students to work in small groups and assign each student a character, including a narrator. Have students perform the skits in front of the class. ✓
- ▶ Have students work in groups to create an ideas map chart (Graphic Organizer #18) about why getting enough sleep is important for children their age. Then have groups share their charts with the class and together narrow the information to ten reasons. Write each reason on a sentence strip and have students discuss how to arrange them in order from most important to least important, and create a top ten list. Have students analyze their own sleeping habits and discuss ways in which they could improve their behavior to get the proper amount of sleep. ✓



## ► CONNECTION WITH CONTENT AREAS: MATH

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Have students make an analog clock and a digital clock out of paper plates, construction paper, and paper fasteners to show what time they go to bed and wake up each day. Review phrases that indicate the times of day, such as a.m. and p.m. and *por la mañana* / *por la tarde* / *por la noche*. Have students show and read various times on the clock. Students should practice saying and writing the time in numbers and words.
- Have students keep track for a week to document the activities they do during the day, how many hours of sleep they get at night, and how they feel in the morning. Have students discuss the correlation between feeling energized/tired and how much sleep they got the night before. ✓
- Have students work in small groups to come up with a schedule for Lola to follow. Distribute blank schedules with hourly increments and have students plan Lola's day by including all the different activities Lola could do during the day, leading up to a reasonable hour to go to bed. Then ask students to share their schedules with the class and have the other students evaluate if they think the schedule will be effective for Lola or not. ✓

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a short paragraph stating their opinion about the story. They should include details from the story to support their opinion. Allow students to draw a picture of their favorite part of the story. Then, have students present their work to the class. 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 Escribe el plural de las palabras.

1. reloj: \_\_\_\_\_ relojes

2. cama: \_\_\_\_\_ camas

3. noche: \_\_\_\_\_ noches

4. motor: \_\_\_\_\_ motores

5. alfiler: \_\_\_\_\_ alfileres

6. color: \_\_\_\_\_ colores

### B Encierra en un círculo la palabra correcta.

1. Mi papá (ronca / ordena) cuando duerme.

2. Es hora de (deslizarse / acostarse) en la cama.

3. No es temprano. Es (tarde / remedio).

4. La niña hacía muchas (traviesa / travesuras).

5. Después de jugar, Ricardete (ordena / mira) los juguetes.

6. Lola siempre está (contenta / dormida).





Nombre \_\_\_\_\_

## Comprensión lectora

### A ¿Cierto o Falso?

1. Lola siempre se acuesta a su hora.

Cierto

Falso

2. Cuando Lola está contenta, se pinta la cara.

Cierto

Falso

3. Lola tiene mucho sueño por la mañana.

Cierto

Falso

4. El cuento del papá ayuda a Lola a dormir.

Cierto

Falso

### B Dibújate cuando no tienes sueño. ¿Qué haces?

Answers will vary.





Nombre \_\_\_\_\_

## Vocabulario

### A Escribe el plural de las palabras.

1. reloj: \_\_\_\_\_

2. cama: \_\_\_\_\_

3. noche: \_\_\_\_\_

4. motor: \_\_\_\_\_

5. alfiler: \_\_\_\_\_

6. color: \_\_\_\_\_

### B Encierra en un círculo la palabra correcta.

1. Mi papá (ronca / ordena) cuando duerme.

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5. Después de jugar, Ricardete (ordena / mira) los juguetes.

6. Lola siempre está (contenta / dormida).



Nombre \_\_\_\_\_

## Comprensión lectora

### A ¿Cierto o Falso?

1. Lola siempre se acuesta a su hora.  
Cierto                      Falso
2. Cuando Lola está contenta, se pinta la cara.  
Cierto                      Falso
3. Lola tiene mucho sueño por la mañana.  
Cierto                      Falso
4. El cuento del papá ayuda a Lola a dormir.  
Cierto                      Falso

### B Dibújate cuando no tienes sueño. ¿Qué haces?

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