



Lesson Plan and Activities

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

¡Qué confusión!

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COMPLEXITY

F&P Guided Reading Level M / Lexile N/A (Poetry)

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 demonstrating understanding of their central message or lesson.
- ➔ Describe characters, settings, and major events in a story, using key details.
- ➔ Understand the concept of dialogue.
- ➔ Identify and use rhyming words.
- ➔ Demonstrate understanding of spoken words, syllables, and sounds.
- ➔ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ➔ Add details to strengthen writing as needed.
- ➔ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- ➔ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ➔ Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- ➔ Recognize the distinguishing features of a sentence.



Together we foster lifelong readers

MATERIALS

- note cards
- paper
- pencils and crayons

- *Mapa de cuento*
(Graphic Organizer #16)*

SUMMARY

Isabel and Enrique are going to play at their grandmother's house. They play with clay and markers. Then they go to the garden to plant some seeds and water the plants. But instead of making the garden look nice, they make a huge mess!

STANDARDS

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

SLAR TEKS 1.1.A, 1.1.D, 1.2.A, 1.2.C, 1.2.D, 1.2.F, 1.3.C, 1.3.H, 1.3.E, 1.4.B, 1.9.A, 1.9.B, 1.10.A, 1.17.A, 1.20.A, 1.21.C, 1.22.B, 1.22.F, 1.27.A

NCSS III. People, Places, and Environments

Social Studies TEKS 1.15.A

Health TEKS 1.1.A

VOCABULARY

INSTRUCTIONAL SHIFT:
Academic Vocabulary

bañadera – bañera / bathtub

caña – vara con una cuerda fina que sirve para pescar / fishing rod

chanchitos – cerditos / little piggies

charco – agua que se acumula en un hoyo o en el suelo / puddle

baño de espuma – baño con un líquido que hace espuma / foam bath, bubble bath

jardín – lugar con plantas, árboles y flores / garden

lío – desorden o complicación / mess; trouble

nietos(as) – los hijos de los hijos / grandchildren

plastilina – arcilla para niños / modeling clay

se divierten (divertirse) – entretenerse / to amuse oneself

Advanced Vocabulary

barro – mezcla de agua y tierra / mud

cachorro – perro muy joven / puppy

compañía – persona o personas que acompañan a otra / company

empapan (empapar) – mojar completamente / to soak

huerta – terreno donde se cultivan verduras y árboles frutales / vegetable garden

madura(o) – que está lista para comerse / ripe

remojón – el hecho de mojar o mojarse / drenching

revolcados(as) – dando vueltas en el suelo / rolling around (on the ground)

te arrepientas (arrepentirse) – sentirse mal por lo que se ha hecho / to regret

* 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., *vocal*, *consonante*, *sílaba*, *analogía*) and instruction words, such as *describe*, *ordena*, *completa*, *contesta*.
- Read the list of vocabulary words with students. Ask them which words they have heard before and to provide context for the words they know, such as a story or an experience in which they heard or used the word. Have them share their own definition of the words.
- Write the word *nietos* on the board. Ask students: *¿Quiénes son los nietos? ¿Eres un nieto o una nieta?* (Who are grandchildren? Are you a grandson or a granddaughter?) Allow students to bring in or draw pictures of themselves and siblings with their grandparents. Then have students present their pictures and describe them to the rest of the class, using the word *nieto(a)* and *nietos(as)*.
- Review with students the sounds of the five vowels and consonants. Remind them of the rules that follow certain letters, such as *c* and *q*, which change their sound depending on the vowel that follows, and blends, such as *ch* and *rr*. Read each vocabulary word as a whole first, then break the words into syllables and have students read them while clapping along. Finally have students spell each syllable before spelling the entire word. Hold a Spelling Bee to practice reading and spelling.
- Create analogies for students to solve using the vocabulary words. Have students form two teams and alternate asking each team to solve the analogies. The team with the most correct answers wins. Be sure to vary the relationship presented in the analogies, such as using synonyms, antonyms, root words, relationship to another word, etc. For instance, on the board write _____ *es a bañar como jugador es a jugar. (Bañera)* (_____ is to bath as player is to play. [Bathtub]).

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the text and write it three times on the board, once with a period at the end, once with exclamation points at the beginning and end, and once with question marks at the beginning and end. Read the sentence as it appears in the text and have students identify which version they think is the correct one. Then show students the sentence as it appears in the text and see if their answer was correct. Repeat with other sentences.
- ▶ Have students work with a partner to read a page of the text. Students can alternate reading sentences or one student reads the page followed by another. Remind students to assist each other with proper pronunciation, fluency, and accuracy as they read. Then ask students to summarize what they read in one short sentence and share it with the class.

PRE-READING

- ▶ Show students the cover of the book. Have them identify the title, author, and illustrator. Ask: *¿Qué hace un autor? ¿Qué hace un ilustrador? ¿Por qué son importantes los dos para un cuento?* (What does an author do? What does an illustrator do? Why are they both important for a story?) Elicit that an author writes the text and the illustrator draws the pictures. Both provide information to tell part of the story.
- ▶ Ask students: *¿Les gusta visitar a sus abuelos? ¿Qué hacen en su casa?* (Do you enjoy visiting your grandparents? What do you do at their house?) Have students share experiences visiting their grandparents.
- ▶ Show the cover of the book again, and then ask: *Miren la ilustración de la portada. ¿Qué creen que va a pasar en el cuento? ¿Por qué?* (Look at the illustration on the cover. What do you think will happen in the story? Why?) Have students make predictions based on what they see in the illustration. Students can comment on the characters and their expressions, the setting, and the title. Record students' predictions on the board to compare after the reading.

READING

- ▶ Remind students to look back to specific pages of a story to find words, phrases, or clues in the illustrations that may help them answer a question or understand the plot better.
- ▶ Have students look at the title page. Say: *Miren la ilustración. ¿Qué tipo de niña es Isabel? ¿Por qué creen eso?* (Look at the illustration. What kind of girl do you think Isabel is? Why do you think that?) Have students give specific clues from the illustration to support their opinion about Isabel. As you read the story, have students identify parts of the text or other evidence from additional illustrations that either support or negate their views of Isabel. Conduct a picture walk through the book and ask similar questions about Enrique, the puppy, and the grandmother, so students can analyze the characters further.
- ▶ Read page 6 with students. Ask them: *¿Quiénes son los personajes del cuento? ¿Cuál es el ambiente? ¿Cómo lo saben?* (Who are the characters in the story? What is the setting? How do you know?) Have students provide evidence from the text and/or illustrations to support their answers.
- ▶ Read page 6 again with students. Point out the em-dash(—) before the word *Vamos*. Ask students to explain what that mark means. Elicit that this dash (*raya larga*) indicates that the text following will be *un diálogo* (a dialogue). Have students explain what dialogue is in their own words. Elicit

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



that dialogue is the words that characters say to each other in a story. Read the page again and have students guess who might be talking. Elicit that it must be Enrique because the dialogue says *Vamos, hermanita...* (Let's go, little sister...). Have students determine who is speaking at different times throughout the story and explain how they know who is speaking. ✓

- ▶ As you read the story, ask students: *¿Qué observas en cada página, especialmente en la segunda y la cuarta línea?* (What do you observe on each page, especially with the second and fourth lines?) Elicit that every other line rhymes. Have students identify the words that rhyme and explain why they rhyme, eliciting that they share the same ending sounds. Demonstrate how to properly read a story that rhymes. After you have read the story, have students choose a page to read to the class with proper fluency. ✓

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students chorally repeat words and sentences after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and comprehension activities.
- Assign above-level students to read with below-level students to act as tutors/mentors.
- Ask these or similar questions: *¿Cuándo van Isabel y Enrique a la casa de su abuela?* (When do Isabel and Enrique go to their grandmother's house?) *¿Qué hacen en la casa de su abuela?* (What do they do at their grandmother's house?)

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: *¿Qué pasó cuando los niños quisieron cuidar las plantas?* (What happened when the children wanted to take care of the plants?) *¿Por qué la autora compara a los niños y el perrito con tres chanchitos?* (Why did the author compare the children and the puppy to three little piggies?)

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 los personajes decidieron que era mejor darse un baño en la huerta? ¿Crees que fue una decisión buena? ¿Por qué?* (Why did the characters decide that it would be better to take a bath in the vegetable garden? Do you think that was a good decision? Why?) *Mira la página 29. ¿Crees que la abuela va a invitar a sus nietos de nuevo? ¿Cómo lo sabes?* (Look at page 29. Do you think the grandmother is going to invite her grandchildren to visit again? How do you know?)

POST-READING

- ▶ Have students revisit the predictions they made about the story before reading. Have students compare and contrast if their predictions were correct or not, and why.
- ▶ Ask students: *¿Crees que el título "¡Qué confusión!" es un buen título para este cuento? ¿Por qué?* (Do you think the title "¡Qué confusión!" is a good title for this story? Why?) Have students use specific examples from the story to support their opinions. Ask students to come up with additional similar titles that the author could have used and explain why those titles would also have worked.



- ▶ Distribute a story map chart (Graphic Organizer #16) and fill in the organizer with the class. Analyze the characters, setting, problem, and plot with students, having them add key details to the chart. Then have students work with a partner to write a short summary of the story using the information from the chart. Have pairs then share their summaries with another pair to check each other's work to make sure all the main details were included. Finally, ask students questions about the story, allowing them to refer to their summaries and the story map chart to answer the questions. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students create a family tree, including their siblings, parents, and grandparents. Then have students write sentences comparing the relationships between the people, such as *Mis hermanos y yo somos los nietos de nuestros abuelos. Nuestros padres son los hijos de nuestros abuelos.* (My siblings and I are the grandchildren of our grandparents. Our parents are the children of our grandparents.)
- ▶ Discuss with students the importance of hygiene and cleaning up after making a mess. Have students work in small groups to create a list of hygiene rules they all should follow, such as *Lávate las manos después de usar el baño. Báñate todos los días con jabón y agua.* (Wash your hands after using the bathroom. Take a bath every day with soap and water.) Then have groups present their lists and compile their ideas into one class list. ✓
- ▶ Discuss with students the importance of spending time with grandparents, for both the grandparents and grandchildren. Elicit that the children can learn about different times in history when their grandparents were small, they can develop a strong bond and friendship, and so on. Have students brainstorm a list of activities children could do with their grandparents. Students should base some of their answers on their own personal experiences with their grandparents, as well as things they wish they could do.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write about a time they made a mess. Students should brainstorm their ideas first and then write a rough draft. Tell students to compare their experience to that of Isabel and Enrique, citing specific examples from the story in their writing. Then have students peer edit each other's work and finally write a final draft. You may wish to have students type their writings or use other means before presenting 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 level of proficiency. 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. barro | a. perro muy joven |
| 2. caña | b. mezcla de agua y tierra |
| 3. cachorro | c. desorden |
| 4. lío | d. vara para pescar |

B Completa las analogías.

espuma sucio jardín

1. Flores es a jardín lo que árboles es a bosque.
2. Sucio es a limpio lo que claro es a oscuro.
3. Jabón es a espuma lo que fuego es a humo.

C Dibuja algo que te divierta. Explica por qué te divierte.



Answers will vary.



Nombre _____

Comprensión lectora

A Ordena los sucesos. Escribe 1, 2, 3, 4.



a. 1



b. 3



c. 4



d. 2

B Contesta.

1. ¿Cómo es la relación entre Isabel, Enrique y su abuela? ¿Cómo lo sabes?

Possible answers: La relación es muy buena. Ellos se divierten mucho juntos. A la abuela no le importa si los niños hacen un lío.

2. ¿Va a permitir la abuela que sus nietos la ayuden en el jardín de nuevo? ¿Por qué?

Possible answers: Sí, porque los niños se divierten mucho con el agua y el barro. /

Sí, porque a la abuela le gusta la compañía de los nietos.



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