



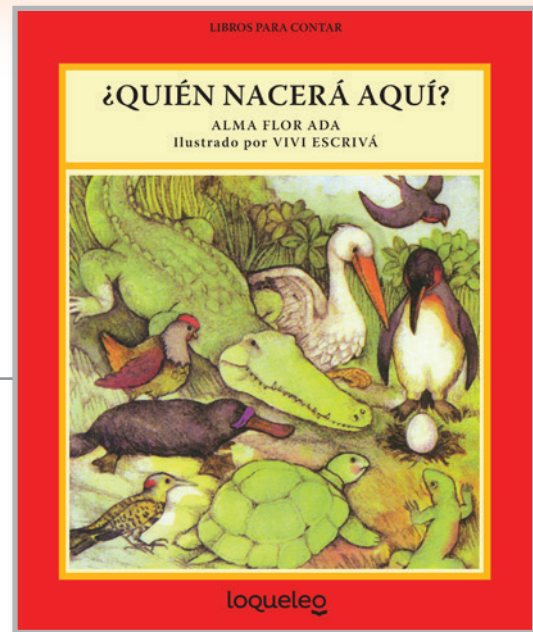
## Lesson Plan and Activities

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

### ¿Quién nacerá aquí?

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### COMPLEXITY

F&P Guided Reading Level I / Lexile Level 430L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Informational Text: Science

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- ➔ Identify the main topic and retell key details in a text.
- ➔ Identify the reasons an author gives to support points in a text.
- ➔ Read informational texts of appropriate complexity for first grade.
- ➔ Recognize the distinguishing features of a sentence.
- ➔ Read with sufficient accuracy and fluency to support comprehension.
- ➔ Write informative texts that name a topic, supply some facts about the topic, and provide some sense of closure.
- ➔ Participate in shared research and writing projects.
- ➔ Ask and answer questions about key details in a text read aloud or information presented orally.
- ➔ Use verbs to convey a sense of past, present, and future.
- ➔ Define words by category and by one or more key attributes.
- ➔ Segment two-syllable words CVCV into the syllables that make up the word.
- ➔ Distinguish between strong vowels and weak vowels that combine in a syllable to form a diphthong.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, pencils, crayons
- chart paper, 3 x 8 chart
- flash cards, notecards
- images of egg-laying animals and their offspring
- butcher paper or poster board
- construction paper and art supplies
- *Diagrama de Venn, Tabla de cinco columnas* (Graphic Organizers #6 and #33)\*

## SUMMARY

In many places in nature, there are eggs waiting to hatch. But what animal do the eggs belong to? And what is inside? Read about different animals that lay their eggs in different places, and learn what their offspring look like when they come out of their eggs!

## STANDARDS

**SLAR CCSS** RI 1.1, RI 1.2, RI 1.4, RI 1.8, RI 1.5, RI 1.10, RF 1.1, RF 1.2.e, RF 1.3.c, RF 1.4, W 1.2, W 1.7, SL 1.1, SL 1.2, SL 1.6, L 1.1, L 1.2, L 1.5, L 1.6  
**SLAR TEKS** 1.1.D, 1.1.F, 1.3.K, 1.4.B, 1.4.C, 1.5.A, 1.6.B, 1.6.D, 1.13.A, 1.14.B, 1.17.D, 1.19.C, 1.20.A.i, 1.21.B, 1.21.C, 1.22.H, 1.23.B, 1.24.C, 1.28.A  
**NGSS** 1-LS1-2, 1-LS3-1  
**Science TEKS** 1.2.D, 1.2.E, 1.9.C, 1.10.C, 1.10.D

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**calentarlos (calentar)** – *dar calor / to heat up*

**diminuto(a)** – *muy pequeño / tiny; very small*

**gallinero** – *lugar en el que duermen las gallinas y otras aves de corral / chicken coop; henhouse*

**huevo** – *lo que ponen las aves y algunos animales, que es blanco, casi redondo, y de donde salen las crías cuando ya están formadas / egg*

**nido** – *lugar que se construyen las aves para vivir y poner huevos; lugar en el que viven algunos animales / nest*

**presuroso(a)** – *que va con prisa / hurried; hasty*

**sedosos(as)** – *suaves como la seda / silky*

### Advanced Vocabulary

**achicando (achicar)** – *disminuir el tamaño de una cosa / to shrink*

**cáscara** – *cubierta exterior de los huevos / shell*

**convertirse** – *cambiar o transformarse en algo distinto de lo que se era / to turn into*

**estanque** – *lugar artificial en el que hay agua detenida / pond*

**huido (huir)** – *escapar / to escape*

**laguna** – *lago pequeño / lagoon*

**larva** – *animal joven que es muy diferente al adulto porque está en una fase de desarrollo anterior / larva*

**néctar** – *jugo muy dulce que se encuentra en las flores y que chupan algunos insectos / nectar*

**picaflor** – *pájaro muy pequeño de plumaje colorido / hummingbird*

**renacuajo** – *larva de la rana / tadpole*

**transformarse** – *cambiar de aspecto / to be transformed*

\* 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., *palabras compuestas*, *diminutivo*) and instruction words, such as *escoge*, *une*, *cierto o falso*.
- Write sentences using the vocabulary words on sentence strips, including a blank for the correct word. Then write the vocabulary words on notecards and place them at the front of the room. Distribute the sentence strips to pairs of students. Have them find the correct word to complete their sentence. Have students read their complete sentence to the class to check for accuracy.
- Write the vocabulary words on notecards. Play a game of “draw a picture.” Have students choose a card and draw a picture of the word on the board. Have the rest of the students guess what the picture is. Repeat with the remaining words.
- Write the word *picaflor* on the board. Have students identify the two smaller words that make up the word—*pica* and *flor*. Explain that compound words (*palabras compuestas*) are those that are comprised of two words. Point out to students that reading the two smaller words helps you comprehend the larger word better. Write other examples of *palabras compuestas* on the board, and have students divide the word and give the definition (e. g., *sacapuntas*, *lavaplatos*, *espantapájaros*, *matamoscas*, *paraguas*, *parasol*, *salvavidas*). Then, have students think of other compound words that they know and make a list on the board for students to read and divide.

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Write the word *hizo* on the board. Have students identify the two syllables (*hi-zo*). Then, have students identify and count the number of consonants and vowels in each syllable. Repeat with other words (e.g., *cada*, *pone*, *nido*, *cola*) and have students compare the number of vowels and consonants in each syllable within a word.
- ▶ Write the word *medio* on the board. Have students identify the consonants and vowels and discuss the placement of each in the word. Have students notice that the vowels *i* and *o* are side by side. Show students how to properly segment the word into syllables: *me-dio*. Find other examples of words with diphthongs in the text, and have students identify the vowels and which ones are strong and weak.

### PRE-READING

- ▶ Ask students why people write books. Elicit *para informar o enseñar, para entretener, para persuadir o convencer* (to inform or teach, to entertain, to persuade or convince.) Explain that this is called *el propósito del autor* (author's purpose). Have students identify the title and author of the book. Have them brainstorm what the author's purpose might have been for this book and provide evidence to support their views. Record students' responses to compare after the reading.
- ▶ Draw a word web on the board. Write *animales que ponen huevos* (animals that lay eggs) in the center. Have students brainstorm the types of animals that lay eggs and write their responses around the web. Save the word web for post-reading activities.
- ▶ Write the title of the book on the board. Highlight the word *nacerá* (will be born). Explain that this is a verb form that expresses something that will happen in the future. Write the following sentences on the board to show the difference in verb tenses: *Yo nací en [año]*. *Hoy nace un bebé*. *Un animal nacerá mañana*. (I was born in [year]. A new baby is born today. An animal will be born tomorrow.) Have students give their own sentences to practice the different verb tenses of *nacer*.

### READING

- ▶ Ask students: *¿Qué tipo de libro es este? ¿Presenta un cuento o presenta información? ¿Tiene muchas imágenes o pocas?* (What kind of book is this? Does it tell a story or give information? Does it have a lot of images or few?) Explain that it is an informational text because it provides information about a topic.
- ▶ Read the story aloud to students. Then have students read pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic.
- ▶ Tell students to pay attention to the words and pictures, so they can predict what animal will be born in each spread. Before turning each page have students complete the following sentence: *Un [animal] saldrá del huevo porque...* (A [name of animal] will hatch from the egg because [students should write one/two words, or draw pictures to support their answers.]) Then turn the page to see if their predictions were correct.
- ▶ Choose a sentence from the text and write it on the board. Have students point out the capital letter at the beginning of the sentence and the period at the end of the sentence. Also note the finger spacing, subject and verb, and that the sentence makes sense. Repeat with interrogative, imperative, and exclamatory sentences from the text. Have students compare the similarities and differences between the types of sentences.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ As you read the story, have students identify other verbs that show present, past, and future tenses (*tiempo presente, pasado y futuro*). Have students notice anything that the words have in common (i.e., future tenses have the infinitive form + *á, án* at the end).
- ▶ Read page 7 with students. Write the words *puntitos* and *huevitos* on the board, and ask students what the words mean. Show students how the root words *punto* and *huevo* change into *puntitos* and *huevitos* by changing the *-o* to *-itos*. Explain that when words have the suffix *-ito*, it is called *un diminutivo* (a diminutive) and it changes the meaning of the word to something very small. As you read the text, have students point out other diminutive words and determine their meanings by identifying the root words.

## 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 animal se transforma de huevo a larva y vive en el estanque?* (Which animal changes from an egg to a larva and lives in the pond?) *¿Dónde ponen las serpientes sus huevos?* (Where do snakes lay their eggs?)

### 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: *Describe la vida de una rana.* (Describe the life of a frog.) *¿En qué se parecen los mosquitos y las mariposas?* *¿En qué se diferencian?* (How are mosquitos and butterflies the same? How are they different?)

### 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 huevos tienen cáscara?* (Why do eggs have shells?) *¿Por qué algunos animales ponen huevos en diferentes lugares?* (Why do some animals lay eggs in different places?)

## POST-READING

- ▶ Discuss the main idea with students. Ask: *¿Por qué la autora escribió este libro?* (Why did the author write this book?) *¿Es apropiado el título del libro?* *¿Sí o no? Explica.* (Is the title of the book appropriate? Yes or no? Explain.) Revisit the responses students gave in the Pre-Reading activities with regard to the author's purpose for writing the text. Ask the students to analyze their responses and see if they were correct. Have them provide information from the text to support their answers. ✓
- ▶ Distribute Venn diagrams (Graphic Organizer #6) to pairs of students. Have them choose two animals from the text to compare and contrast. Students can tell how the environments, eggs, animal, offspring, etc., are the same and different. Then have students write riddles to ask each other about the animals and their eggs using the information from the diagrams and books. Be sure students use proper punctuation and capitalization to write their riddles.



- ▶ Distribute a 3 x 8 chart to students. Have them write the names of the different animals presented in the text along the top row. In the first column have them write *medio ambiente, huevo, cría* (environment, egg, offspring). Have students work in small groups to write descriptions of where the animals lay their eggs, what their eggs look like, and what the offspring of the animals are. Then have students write a summary of the text based on the information from the chart. ✓

## ▶ CONNECTION WITH CONTENT AREAS: SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Divide the class into small groups. Then, have them use construction paper and art supplies to create a mural on butcher paper or poster board depicting one of the environments discussed in the book. Be sure students include the adult animal, the egg, and at least one egg cracked open with the offspring depicted. Students can also do additional research to find out about and add images of other plants and animals that live in the chosen environment as well. Have students present their work to the class and explain their projects.
- ▶ Make a list of the different animals shown in the book. Distribute a five-column chart (Graphic Organizer #33) to students labeled *mamíferos, reptiles, aves, anfibios, peces, insectos* (mammals, reptiles, birds, amphibia, fish, insects). Discuss the characteristics of each category of animals. Have students look through the book and decide which animal fits in each category. Have students draw pictures of and label the animals in the appropriate columns. ✓
- ▶ Discuss the scientific term *metamorfosis* (metamorphosis). Explain that some animals go through a complete change from the time they hatch from the egg until they grow into their adult stage. Have students identify the two animals from the story that go through a metamorphosis (frogs and butterflies). Use construction paper and other art materials to have students show the life cycle of a tadpole and a caterpillar. Then have students write a few sentences about each life cycle and present their work to the class.

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Show students images of the other animals that lay eggs from pages 22 and 23. Then read pages 20 and 21 of the book again and have students identify the different eggs and parent animals depicted in the illustrations. Have them choose one and write a short report about where the animal lays its eggs, what the eggs look like, and the offspring. Allow students to print or draw pictures to add visuals to their reports. Then, have students write three questions to ask the class after they have presented their information. Be sure to remind students that their sentences should have the proper capitalization, punctuation, and finger spacing, and that they should make sense. 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** Encierra en un círculo la palabra correcta.

1.



nido

larva

2.

néctar

cáscara



3.



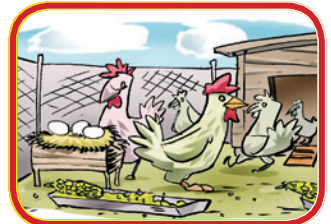
renacuajo

picaflor

4.

gallinero

laguna



**B** ¿Cierto o Falso?

1. Un animal diminuto es grande.

Cierto

Falso

2. El néctar se encuentra en las flores.

Cierto

Falso

3. Algo sedoso es muy suave.

Cierto

Falso

4. Los elefantes viven en un gallinero.

Cierto

Falso



Nombre \_\_\_\_\_

## Comprensión lectora

### A Compara los animales.

Rana



Mariposa



1. ¿En qué se parecen?

Possible answers: Los dos se transforman de una forma a otra (metamorfosis).

Los dos ponen huevos.

2. ¿En qué se diferencian?

Possible answers: La rana pone sus huevos en el agua. La mariposa pone sus

huevos en una hoja. La rana es un anfibio y la mariposa es un insecto.

### B Escribe una pregunta para cada respuesta.

1. ¿Qué es una rana?

Es un animal que al comienzo es un renacuajo.

2. ¿Qué son los pollitos?

Son animales que nacen en un gallinero.

3. ¿Qué es una tortuga?

Es un animal que pone huevos en la arena.





Nombre \_\_\_\_\_

## Vocabulario

**A** Encierra en un círculo la palabra correcta.

1.



nido

larva

2.

néctar

cáscara



3.



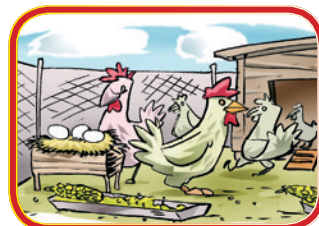
renacuajo

picaflor

4.

gallinero

laguna



**B** ¿Cierto o Falso?

1. Un animal diminuto es grande.

Cierto

Falso

2. El néctar se encuentra en las flores.

Cierto

Falso

3. Algo sedoso es muy suave.

Cierto

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4. Los elefantes viven en un gallinero.

Cierto

Falso



Nombre \_\_\_\_\_

## Comprensión lectora

### A Compara los animales.

Rana



Mariposa



1. ¿En qué se parecen?

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2. ¿En qué se diferencian?

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### B Escribe una pregunta para cada respuesta.

1. \_\_\_\_\_

Es un animal que al comienzo es un renacuajo.

2. \_\_\_\_\_

Son animales que nacen en un gallinero.

3. \_\_\_\_\_

Es un animal que pone huevos en la arena.