



## Lesson Plan and Activities

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

### Quiero viajar

Author: **LAUREN ROBBINS**

Translation/Adaptation: **LADA J. KRATKY**



### COMPLEXITY

F&P Guided Reading Level D / Lexile Level 240L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Informational Text: Social Studies

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- ➔ Identify the main topic and retell key details in a text.
- ➔ Distinguish between information provided by pictures and words in a text.
- ➔ Read informational texts appropriately complex for Grade 1.
- ➔ Identify words that name actions and words that name persons, places, or things.
- ➔ Distinguish orally the sounds of the vowels in one syllable that forms a diphthong.
- ➔ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ➔ Write informative texts and supply some facts about the topic.
- ➔ Gather information from provided sources to answer a question.
- ➔ Describe things with relevant details.
- ➔ Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- ➔ Orally produce single-syllable words by blending sounds including consonant blends.
- ➔ 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, and crayons
- ➔ chart paper, notecards
- ➔ *Diagrama de Venn*,  
*Tabla de cuatro columnas*  
(Graphic Organizers #6 and #32)\*
- ➔ travel brochures

## SUMMARY

There are so many places to visit and so many ways to get there. People can travel in the air, by sea, or on land. They can even travel into space! How would you like to travel?

## STANDARDS

**SLAR CCSS** RI 1.1, RI 1.2, RI 1.4, RI 1.5, RI 1.6, RI 1.10, RF 1.2.b, RF 1.2.f, RF 1.3.a, RF 1.3.c, RF 1.3.f, RF 1.4.c, W 1.2, W 1.7, W 1.8, SL 1.1, SL 1.2, SL 1.4, SL 1.5, SL 1.6, L 1.2.e, L 1.4, L 1.6

**SLAR TEKS** 1.1.E, 1.2.E, 1.3.A, 1.3.C, 1.3.E, 1.4.B, 1.4.C, 1.5.A, 1.6.A, 1.6.C, 1.14.A, 1.14.B, 1.19.A, 1.20.A.ii, 1.22.C, 1.24.A

**NCSS** II. Time, Continuity, and Change; III. People, Places and Environments

**Social Studies TEKS** 1.5.A, 1.5.B, 1.16.A, 1.16.B, 1.17.B, 1.18.B

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**autobús** – medio de transporte que lleva gente en ciudades o de un pueblo a otro / bus

**avión** – medio de transporte que vuela con alas y motores / airplane

**bote** – barco pequeño de remos / rowboat

**cualquier (cualquiera)** – indica una persona, animal o cosa, pero sin señalar uno en especial / any

**flote (flotar)** – mantenerse sobre el agua sin hundirse / to float

**lugar** – sitio o parte / place

**me encantaría** – me gustaría mucho / I would love to, it would make me happy

**metro** – tren que viaja dentro de una ciudad / subway

**rincón** – lugar retirado o lejano / corner

**tren** – medio de transporte sobre rieles o carriles / train

**viajar** – ir de un lugar a otro / to travel

### Advanced Vocabulary

**aire** – gas que nos rodea y entra al cuerpo cuando respiramos / air

**cohetes** – nave espacial / rocket; spaceship

**explorar** – recorrer un lugar para conocerlo / to explore

**mar** – masa de agua salada / sea

**tierra** – parte de nuestro planeta no ocupada por agua / land

**velero** – barco de vela / sailing boat

**yate** – barco de lujo / yacht

\* 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 each 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*, *letras*, *rima*) and instruction words, such as *completa*, *clasifica*, *compara*, *contesta*.
- Write the vocabulary words on notecards. Have students choose one of the modes of transportation and act out how it moves and what it sounds like. Tell the rest of the class to guess the word.
- Write the vocabulary words on notecards. Play a picture dictionary game. Have students choose a card and draw a picture of it on the board. Have the rest of the students guess what the picture is.
- Create a word web on the board. In the center write *medios de transporte* (modes of transportation). Have students name as many modes of transportation as they can and record the answers on the board. Be sure the web includes all the modes of transportation on the Vocabulary list. You can further extend this activity by grouping the modes of transportation into categories based on how they move (*por el aire/por el mar/por la calle/por rieles*, etc.)
- Write the letters of each word on separate notecards. Have students try to put the letters in order to spell the words. Then have them group the letters into syllables and sound out each word. Finally have students read the entire word.
- Write the words *explorar* and *lugar* on the board. Ask students to tell how these words are related to each other. Elicit that people can explore new places. Have students pretend to be *exploradores* (explorers) who are looking for a new land to develop. Students can dress up like explorers and use compasses and telescopes to pretend to be looking around for new places. Have students invent the name of a new place and tell the class about their imaginary expedition, saying *Yo exploré un lugar nuevo. Se llama \_\_\_\_\_*. (I explored a new place. It is called \_\_\_\_\_.)

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Write a single-syllable word on the board, such as *tren* or *ve*. Have students identify the consonants and vowels in the word. Next, have students sound out each letter individually, and then blend together to read the word. Repeat with other single-syllable words from the story.
- ▶ Choose a word from the text that contains a digraph, such as *pl* or *tr*. Write various digraphs on the board. Then say the word and have students try to identify which digraph they hear in the word and point to the correct digraph on the board. Repeat with other words.
- ▶ Write the title *Quiero viajar* on the board. Have students identify the diphthongs *ie* and *ia* in the words. Then have students pronounce the diphthongs and identify the strong and weak vowels. Repeat with other words containing diphthongs.

### PRE-READING

- ▶ Write the word *viajar* on the board. Ask students to define it in their own words. Then ask students if they or a family member have ever traveled to another place. Have students share their experiences and stories with the class.
- ▶ Conduct a picture walk through the book. Have students explain why a book like this needs photographs. Elicit that the images help provide a visual to explain the text further and help determine the meaning of any unknown words. Have students identify any objects in the photographs.
- ▶ Review with students the concept of rhyming. Elicit that rhyming words are ones with the same ending sounds. Have students practice rhyming by creating a list of words that rhyme with the words on the Vocabulary list. Tell students to pay attention to the rhyming words as they listen or read the book and compare those rhyming pairs to the words on their lists.

### READING

- ▶ Ask students *¿Qué tipo de libro es este? ¿Presenta un cuento o presenta información? ¿Puedes ver los mismos personajes en todo el libro? ¿Tiene muchas imágenes o pocas?* (What kind of book is this? Does it tell a story or give information? Do you see the same characters throughout the book? 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 text aloud. Then pair up students and assign them two pages that rhyme to read. Have them practice using correct fluency to capture the proper rhythm of the rhyming verses. Then reread the story, allowing pairs to read their two pages aloud together.
- ▶ Read pages 4–5. Ask students where they think they would find a subway. Elicit in cities. If they have never seen a subway, explain that these trains usually go underground. Ask students why they think subways are a good mode of transportation. Elicit that people could travel in the trains underground to avoid the busy city streets and get to their destination faster. Then ask students why they think the author wrote *¡si hay buena luz!* (If there's good light!). Elicit that it is dark underground and as long as there is light the train conductor can see where he is going.
- ▶ Read pages 6–7. Ask students: *¿A dónde crees que va la niña en el avión?* (Where do you think the girl is going in the airplane?) Have students study the image on page 7 and guess where she may be flying to. Have students explain and support their answers.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 12–13. Have students use a Venn diagram (Graphic Organizer #6) to compare and contrast two modes of transportation presented on the pages. Ask questions, such as: *¿En qué se diferencian un autobús y un tren? ¿En qué se parecen?* (What is the difference between a bus and a train? How are they similar?) Have students share their work with a partner, then in small groups, and finally with the class. Above-level students could add an additional circle to the diagram to compare three types of transportation, such as *un autobús, un tren, y un avión*. ✓
- ▶ Read pages 14–16. Ask students: *¿A dónde quiere viajar la autora en el cohete? ¿Qué creen que vería en el espacio?* (Where does the author want to travel to in the spaceship? What do you think she would see in space?) Have students brainstorm different things one could see from a spaceship in space, such as *planetas, la Luna, estrellas, cometas, asteroides* (planets, the Moon, stars, comets, asteroids).

## 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 mentors/tutors.
- Ask these or similar questions: *¿Qué medio de transporte puede viajar por el aire? ¿Por el mar?* (Which modes of transportation can travel in the air? By sea?) *¿En qué medio de transporte pueden viajar más personas?* (In which mode of transportation could the most people travel?)

### 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 dónde viaja el metro?* (Where does the metro travel?) *¿Puedes viajar a los mismos lugares en un tren que en un avión? Explica.* (Can you travel to the same places in a train as in an airplane? Explain.)

### 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 se puede ver por la ventana de un tren?* (What can you see from the window of a train?) *¿Por qué crees que alguien quisiera viajar en un cohete?* (Why do you think someone would want to travel in a spaceship?)

## POST-READING

- ▶ After reading the text, have students look at the different modes of transportation presented in the book again. Have them determine what makes each mode of transportation travel the way it does. For example, planes need wings and engines to fly, trains and subways need tracks to run on, buses need wheels, etc. Have each student choose one mode of transportation and draw a diagram of it, labeling each part of the machine and the method of travel.
- ▶ Distribute four-column charts (Graphic Organizer #32) to students. Have them label the first column with *Medio de transporte* and the subsequent columns with the different ways in which modes of transportation travel—*por aire, por mar, por tierra*. Then have students list the different modes of transportation in the first column and check off how it travels in the appropriate column. Allow students to work with partners, then share their charts with small groups and the class. ✓

- ▶ Discuss the main idea with students. Ask: *¿Por qué la autora escribió sobre muchos medios de transporte? El título del libro, ¿es correcto? ¿Por qué?* (Why did the author write about so many modes of transportation? Is the title of the book appropriate? Why?) ✓

## ▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students look at a globe or map and choose a place which they would like to visit. Next, have them decide which mode of transportation they would use to get there and why. Then have students write or talk about their trip. Have them use the same pattern from the book: *Quiero viajar a \_\_\_\_\_ en \_\_\_\_\_*. Have students find or create a picture of the vehicle to accompany their writings or presentation.
- ▶ Gather several different travel brochures from local travel agencies. Have students look through the different places and decide which modes of transportation could be used in those locations. Have them create a list of the different things they could do in those places and which modes of transportation they would use while there. Ask students to share their lists with the class. ✓
- ▶ Have students research different modes of transportation that are used around the world, including ones not mentioned in the text. Have students tell where the vehicles are used, describe the vehicles, how they function, and how they travel (*por aire, por mar, por tierra*). Have students create a short presentation about their research. ✓

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students invent their own mode of transportation. Allow them time to either draw a diagram, create a model, or find pictures of vehicles and cut out different parts to combine together to create a new vehicle. Have students describe the vehicle, what it could do, and where it would be able to travel. Students should explain why they designed the vehicle they did, using as much information from the text as possible. 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 con un círculo la palabra correcta.

1.



avión

autobús

2.



tren

velero

3.



velero

metro

4.



bote

avión

**B** Completa las oraciones.

viajar    cualquier    encantaría    explorar

1. Quiero salir a explorar la Luna.
2. Vamos a viajar en autobús a la escuela.
3. Podemos viajar a cualquier lugar en avión.
4. Me encantaría viajar a Australia.



Nombre \_\_\_\_\_

## Comprensión lectora

### A Compara los medios de transporte.

Avión



Yate



1. ¿En qué se parecen?

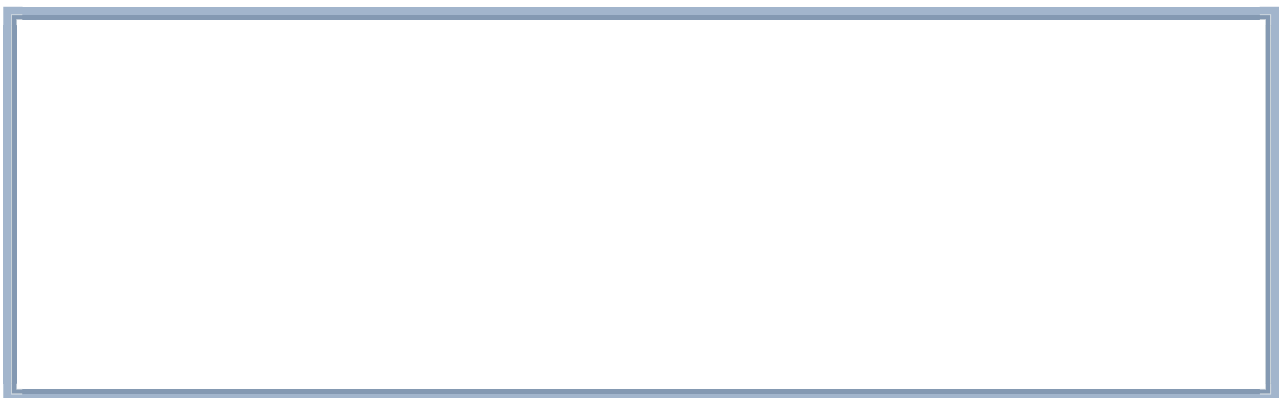
Possible answers: Los dos llevan muchas personas. Los dos se usan  
para ir de vacaciones.

2. ¿En qué se diferencian?

Possible answers: El avión tiene alas y viaja por el aire. El yate viaja por  
el mar y flota.

### B Imagina que estás viajando. ¿En qué medio de transporte viajas?

Dibuja lo que ves por la ventana y explica a dónde vas.



Answers will vary.

---

---

---





Nombre \_\_\_\_\_

## Vocabulario

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

1.



avión

autobús

2.



tren

velero

3.



velero

metro

4.



bote

avión

**B** Completa las oraciones.

viajar    cualquier    encantaría    explorar

1. Quiero salir a \_\_\_\_\_ la Luna.
2. Vamos a \_\_\_\_\_ en autobús a la escuela.
3. Podemos viajar a \_\_\_\_\_ lugar en avión.
4. Me \_\_\_\_\_ viajar a Australia.



Nombre \_\_\_\_\_

## Comprensión lectora

### A Compara los medios de transporte.

Avión



Yate



1. ¿En qué se parecen?

---

---

2. ¿En qué se diferencian?

---

---

### B Imagina que estás viajando. ¿En qué medio de transporte viajas?

Dibuja lo que ves por la ventana y explica a dónde vas.

---

---

---