



Lesson Plan and Activities

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

Rebeca

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COMPLEXITY

F&P Guided Reading Level C / Lexile Level 70L

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.
- ➔ Recognize a literary 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 an opinion piece.
- ➔ Participate in collaborative conversations with diverse partners.
- ➔ Identify words that name actions (verbs) and words that name persons, places, or things (nouns).
- ➔ Plan a first draft by generating ideas for writing.
- ➔ Understand and use verbs in the present tense.



Together we foster lifelong readers

MATERIALS

- construction paper, wooden craft sticks
- writing paper, pencils, crayons, and markers
- *Análisis de un personaje* (Graphic Organizer #1)*
- notecards
- poster paper
- paper bags or other materials to create puppets

SUMMARY

Rebeca is a content little girl who likes to do lots of things. From riding her bike to singing her doll to sleep, Rebeca can find lots of activities to do to keep her happy. What do you do when you're happy?

STANDARDS

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

SLAR TEKS 1.2.F, 1.6.A, 1.9.B, 1.12.A, 1.13.A, 1.17.A, 1.20.A.i, 1.29.A

NCSS IV. Individual Development and Identify

Social Studies TEKS 1.17.A, 1.17.B, 1.18.A, 1.18.B

Health TEKS 1.2.a, 1.2.F, 1.2.G, 1.10.A

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

arrulla (arrullar) – *adormecer con suaves cantos* / to sing or lull someone to sleep

contenta(o) – *alegre; feliz* / happy

chupa (chupar) – *pasar la lengua por una cosa* / to lick

dibuja (dibujar) – *trazar figuras con lápiz y colores* / to draw

riega (regar) – *echar agua a las plantas* / to water

toca (tocar) – *hacer sonar un instrumento musical* / to play (music)

Advanced Vocabulary

bicicleta – *vehículo de dos ruedas, con sillín y pedales* / bicycle

carreta – *carro de madera* / cart

corneta – *instrumento de viento, parecido a una trompeta* / cornet

libreta – *cuaderno* / notebook

maceta – *tiesto donde se cultivan plantas* / flowerpot

muñeca – *juguete con forma de niña* / doll

paleta – *dulce en un palito* / lollipop

patineta – *tabla con dos ruedas sobre la que los chicos montan* / skateboard

* 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.
- Be sure that students understand all the vocabulary necessary to complete the activities and review directions and commands, such as *completa*, *describe*, *dibuja*, as necessary.
- Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use words, models, and pictures as they come up with their own definitions. Provide additional information to extend students' definitions for the vocabulary words by providing some other context in which the word can be used, describing the word's function or purpose, or by giving additional visual clues.
- Have students play a picture dictionary game. Divide the class into two teams. Give a word to a player on the first team and tell them to draw a picture to correspond with the word. Their team has a determined amount of time to guess what the word is before passing the chance to the other team. Repeat with the other team and until all words have been used.
- Display a double concept web on the board. Label the center circles *Verbos* (Verbs) and *Sustantivos* (Nouns). Review the different parts of speech and what types of words belong in each category. Have students classify the vocabulary words. Have students further categorize the words into other areas, such as *Juguetes* (Toys), *Medios de transporte* (Modes of transportation), *Actividades* (Activities), etc. Then have students place the vocabulary words in their proper categories and sub-categories. Have students discuss the reasons for their classifications.
- Have students play a game of charades to act out each of the words while their classmates try to guess the words.
- Ask students the following questions to check comprehension of the vocabulary: *¿Por qué es necesario regar las plantas?* (Why is it important to water plants?) *¿Qué puedes hacer con un lápiz y una libreta?* (What can you do with a pencil and notebook?)

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the text and write it on a sentence strip. Then write a fragmented sentence on another strip. Read each one, then ask students which one is a sentence and have them explain why. Elicit that the sentence will have a complete thought. Repeat with other sentences from the text. Have students write their own sentence about the text and peer-edit each other's work.
- ▶ Choose a word from the vocabulary list and say it for students. Have them determine which vowels they hear in the word. Then show them the word and have them check to see if they were correct. Repeat with other words. Have students write their name on a piece of paper and use a different color for the vowels. Then have students identify and count the number of vowels in each syllable of their own name, and share it with the class
- ▶ Write the word *pasea* on the board and have students assist you in dividing the word into syllables. Have students identify, say the sound of, and count each vowel in each syllable. Repeat with the word *arrulla*.

PRE-READING

- ▶ Show students the cover of the book. Ask students for the title, the author's name, and the illustrator's name. Have students view the illustration and ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué clase de persona creen que es Rebeca?* (What kind of person do you think Rebeca is?) *¿Crees que este cuento es realista o fantástico?* *¿Por qué?* (Do you think this story is realistic or fantasy? Why?)
- ▶ Distribute a character analysis chart (Graphic Organizer #1). Have students write adjectives to describe Rebeca's appearance and personality, based on what they see on the front cover and title page. Students will add more information during the Post-Reading activities.
- ▶ Tell students they will read a story about a little girl named Rebeca. Tell students to pay attention to how Rebeca feels and what she does in the story.

READING

- ▶ Read the text aloud. Then have students read along with you, tracking print. Be sure to demonstrate proper fluency and inflection for students to mimic. Ask: *¿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 a literary/narrative text because it describes actions or events.
- ▶ Read pages 1–2. Have students describe what Rebeca is doing and why she would be happy doing it.
- ▶ Read page 3. Have students predict what will happen if Rebeca continues to water the plant everyday. Ask: *Si Rebeca riega la maceta todos los días, ¿qué le pasará a la planta?* (If Rebeca waters the flowerpot everyday, what will happen to the plant?)
- ▶ Read page 4. Ask: *¿A dónde creen que van Rebeca y su perro en la carreta?* *¿Por qué?* (Where do you think Rebeca and her dog are going in the cart? Why?)
- ▶ Read page 6. Ask: *¿Tienen un juguete que los haga sentir contentos como a Rebeca? Expliquen.* (Do you have a toy that makes you feel content like Rebeca? Explain.)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Have students brainstorm a list of other emotions that Rebeca might be feeling as she completes her activities. Then have them make a list of emotions that her dog might be feeling. Encourage students to look at the illustrations to come up with emotions to add to the list. Have students compare and contrast the two characters' feelings and reactions.
- ▶ Write the words *contento y descontento* on the board. Have students figure out the meaning of *descontento* based on the root word of *contento*. Tell students that by adding the prefix *-des* in Spanish you can change the meaning of a word. Have students create a double-sided face of *contento* and *descontento* using a round circular piece of construction paper glued to a craft stick. Then give students examples of various situations in which they might sense either of those emotions. Have students hold up the side of the face that expresses the emotion they would feel.
- ▶ Ask students which parts of the story could be real and which parts are not real. Have them explain their answers by pointing to illustrations.
- ▶ Have students make a text-to-self connection with the text by identifying and relating their personal experiences with one or more of the activities that Rebeca is doing.
- ▶ Have students create puppets and props to recreate Rebeca and her dog. Then have students act out the pages of the story.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud several times and have students chorally repeat after you.
- Have advanced students read with emergent students to act as mentors/tutors.
- Ask these or similar questions to check comprehension: *¿Qué hace Rebeca primero?* (What does Rebeca do first?) *¿Qué comparte Rebeca con su perrito?* (What does Rebeca share with her doggie?) *¿Qué hace Rebeca con la regadera?* (What does Rebeca do with the watering can?)


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 to check comprehension: *De las actividades que hace Rebeca, ¿cuáles se pueden hacer dentro de la casa? ¿Cuáles se pueden hacer afuera?* (What activities that Rebeca does can be done inside the house? Outside the house?) *¿Cómo puede moverse Rebeca en la carreta?* (How can Rebeca move in the cart?) *¿Puede Rebeca arrullar a su muñeca en realidad? ¿Por qué?* (Can Rebeca really sing her doll to sleep? Why?)

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 to check comprehension: *¿Por qué crees que el perrito se cubre las orejas cuando Rebeca toca la corneta?* (Why do you think the dog is covering its ears when Rebeca plays the cornet?) *¿Por qué crees que está contenta Rebeca cuando riega la maceta?* (Why do you think watering the flowerpot makes Rebeca feel happy?)

POST-READING

- ▶ Have students draw themselves doing something that makes them happy. Then have them write a sentence about their picture or label their picture. Have students share their projects with the class. 



- ▶ Revisit the character study chart from the Pre-Reading section. Ask students if their descriptions were correct. Tell students to give specific examples from the text in their responses. Have students describe how they are different from or similar to Rebeca.
- ▶ Ask students to think about what happened on page 10 of the story. Elicit that Rebeca was trying to cook or bake something and dropped it. Ask students to infer how Rebeca is feeling, based on the illustration. Have students write and illustrate another page of the story to show what they think Rebeca would do next. Allow students time to brainstorm ideas individually and with classmates, create a draft, and work with peers to edit their writing. Then have students share their ideas with the class. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have pairs look through books and/or websites to find out what activities children in other parts of the world do to entertain themselves. Assign partners a particular country to research. Have pairs write a report or create a visual presentation of their findings. ✓
- ▶ Show students pages 2 and 8 of the story again. Ask students what Rebeca is doing and wearing. Discuss safety and why it's important to wear a helmet (*casco*) and safety pads (*rodilleras, coderas*) when riding skateboards or riding a bicycle. Have students redraw the images of Rebeca wearing more protection. Then have students write a sentence about the drawings, including the reason for wearing the safety equipment.
- ▶ Ask students why children like Rebeca may want to do so many activities. Elicit that children find ways to entertain themselves and learn about the world around them. Have students work in pairs to brainstorm a list of other activities they think Rebeca might like to do and what information from the text and/or illustrations would make them think that way. Have pairs present their ideas to the class. ✓
- ▶ Show students page 5 again. Ask them what Rebeca is doing. Elicit *compartiendo* (sharing). Have students explain why it's important to share with others. Have students create a list of rules for sharing items with friends: *qué hacer y qué decir* (what to do and say). Then have them work in small groups to share ideas and finalize a set of rules for sharing.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

- ▶ Have students write a sentence giving their opinion of the story. Tell students to include the title of the story in their writing as well as how they felt about the story. Ask questions such as *¿Te gustó el cuento? ¿Por qué? ¿Cuál fue tu parte favorita? ¿Por qué?* (Did you like the story? Why? What was your favorite part? Why?) Have students complete this activity by having them give 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. Ask volunteers to read their writing to the class. Take a poll to see how many students had similar and differing opinions. ✓



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. carreta

a.



2. muñeca

b.



3. maceta

c.



B Completa.

riega arrulla dibujar tocar

1. Rebeca _____ arrulla _____ a su muñeca.

2. Rebeca _____ riega _____ la maceta todos los días.

3. A Rebeca le gusta _____ tocar _____ la corneta.

4. Ella usa su libreta para _____ dibujar _____.

C Identifica si es un verbo o un sustantivo.

1. agua _____ sustantivo _____

2. regar _____ verbo _____

3. toca _____ verbo _____

4. carreta _____ sustantivo _____



Nombre _____

Comprensión lectora

A Contesta. ¿Qué hace Rebeca?



anda en bicicleta



pasea en carreta

B Dibuja algo que te hace sentir contento o contenta.
Escribe una oración.



Answers will vary.



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Escribe una oración.
