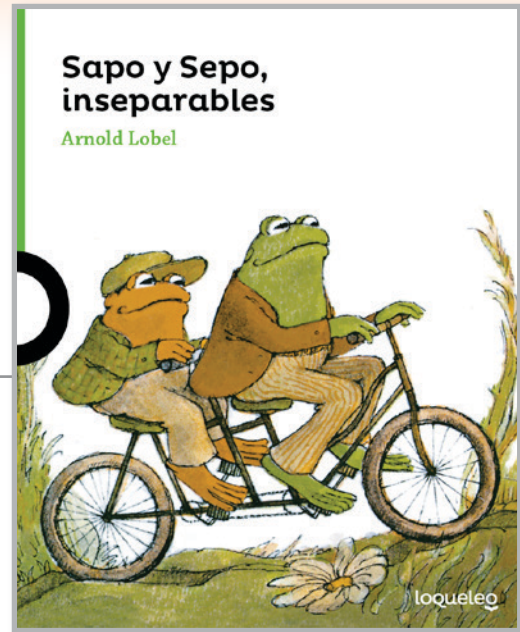




Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

Sapo y Sepo, inseparables

Author and Illustrator: **ARNOLD LOBEL**



COMPLEXITY

F&P Guided Reading Level K / Lexile Level 420L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Fantasy

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Identify and verbalize how the problem or conflict was resolved within a story.
- Describe characters, settings, and major events in a story.
- Identify and use exclamation and question marks in Spanish.
- Compare and contrast the adventures and experiences of characters in a story.
- Read closely to determine what the text says explicitly and to make logical inferences.
- Use context clues to identify the meaning of unfamiliar words.
- Analyze how the illustrations present information and ideas.
- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Describe personal experiences.
- Know and use different sentence types in response to prompts and situations.
- Recognize and understand multiple meaning words.
- Recognize that a syllable can have one single vowel.
- Read with sufficient accuracy and fluency to support comprehension.



Together we foster lifelong readers

MATERIALS

- ➔ flash cards
- ➔ *Diagrama de Venn, Mapa de cuento, and Tabla de tres columnas* (Graphic Organizers #6, #16, and #31)*
- ➔ clipboards, paper, pencils, and crayons

SUMMARY

Sapo and Sepo are best friends. Through their fun adventures and friendship, readers become familiar with the concepts of patience, will, bravery, and kindness.

STANDARDS

SLAR CCSS RL 1.1, RL 1.2, RL 1.3, RL 1.5, RL 1.6, RL 1.7, RL 1.9, RL 1.10, RF 1.1, RF 1.2.g, RF 1.3, RF 1.4, W 1.1, W 1.3, W 1.8, SL 1.1, S. 1.2, SL 1.3, SL 1.4, SL 1.5, SL 1.6, L 1.1.j, L 1.2, L 1.4, L 1.6

SLAR TEKS 1.1.D, 1.1.E, 1.1.F, 1.4.A, 1.4.B, 1.4.C, 1.5.A, 1.6.C, 1.6.E, 1.9.A, 1.9.B, 1.18.A, 1.20.B, 1.21.A, 1.21.C, 1.22.H, 1.28.A, 1.29.A

NCSS IV. Individual Development and Identity

Social Studies TEKS 1.17.A, 1.17.B, 1.18.A, 1.18.B, 1.19.A

Health TEKS 1.10.A

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

apetitosa(o) – *sabrosa, rica* / tasty

apuntado (apuntar) – *tomar nota*

/ to take note

ató (atar) – *unir con cuerdas, hilos o sogas*

/ to tie up

encogerse – *volverse pequeño* / to shrink

estruendo – *ruido muy fuerte* / loud crash

jadeando (jadear) – *respirar con dificultad*

/ to pant

murmuró (murmurar) – *decir en voz baja*

/ to whisper

planeó (planear) – *sostenerse en el aire sin*

mover las alas / to glide

proponernos (proponerse) – *decidir hacer*

una cosa / make a decision

resoplando (resoplar) – *echar con fuerza*

el aire por la nariz o la boca cuando se está

cansado o enojado / to puff

se lamentó (lamentarse) – *quejarse* / to

complain

Advanced Vocabulary

brotaban (brotar) – *nacer* / to sprout

cima – *parte más alta de la montaña* / peak

colinas – *elevaciones mucho más bajas que una*
montaña / hills

halcón – *ave cazadora* / falcon

nota (musical) – *signo que se usa para*

representar un sonido musical / musical note

valles – *terrenos planos y grandes* / valleys

* 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 different reading activities, such as *signos de interrogación y exclamación*, *definición*; and instruction words, such as *menciona*, *completa*, *describe*, *explica*.
- Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage students to use context clues and illustrations from the book as they come up with their own definitions. Have them compare and contrast their definitions with the class.
- Play a game of Jeopardy!TM in which you tell the definition of a word in a sentence and students have to guess the correct word in the form of a question, such as *Es la parte más alta de una montaña. ¿Qué es una cima?* (It is the tallest part of a mountain. What is a peak?)
- Play a game of “Hot Potato.” Have students sit in a circle and give one student a ball or other plush item. Read a definition of a word to the first student with the ball. That student has to give the correct word to match the definition and then pass the ball to the next student. If a student doesn’t know the word, they are out until the next round. If students all answer correctly, have them try to repeat the game as fast as they can.
- Write each of the vocabulary words on a note card. Find the words as they are used in the text and write the sentences on sentence strips leaving a blank where the word would fit. Give pairs of students a sentence strip and put the word cards on the board. Have pairs work together to read the sentences, run to the board, and then find the word that correctly fits in their sentence. Then have pairs read the completed sentence to the class to check for accuracy.

READING

READING FOUNDATIONAL SKILLS

- ▶ Write the word *paseo* on the board. Have students identify the three syllables (*pa-se-o*). Then, have students identify and count the number of consonants and vowels in each syllable. Repeat with other words (i.e., *abrió, iremos, una*). Have students compare the number of syllables in each of the words used in the activity and discuss how breaking up a word into syllables can assist with spelling and reading.
- ▶ Write a sentence from the text on the board. Replace one of the words with a more advanced synonym that students may or may not be familiar with. Have students read the sentence with you and determine the meaning of the unknown word based on context from the rest of the sentence or the sentences before and after this sentence from the text. Repeat with other sentences.

PRE-READING

- ▶ Read the title. Have students read the *Índice* (Table of Contents). Explain that the book is a collection of five stories about Sapo and Sepo. Call out a title and have students find it on the Table of Contents and then go to the page on which the story begins. Then have students make predictions about what they think each of the stories will be about.
- ▶ Explain that best friends like Sapo and Sepo have different personalities and likes, but they get along well. Hold a discussion with students about their relationship with their friends.
- ▶ Tell students they will learn about different things in this story, such as friendship, as well as simple and important values like patience, will, bravery, common sense, and fairness. Tell students to pay close attention to when these themes appear in the story and have them give examples from the story when they see an event or character demonstrate these themes.

READING

- ▶ Read the five stories of the book aloud one at a time. After reading each story, have students then read along with you, tracking the print. Ask: *¿Qué tipo de libro es este? ¿El libro presenta un cuento o presenta información? ¿Puedes ver a 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?)
- ▶ Read aloud page 15. Then ask, as you point to each exclamation mark: *¿Qué ven al principio y al final de la exclamación?* (What do you see at the beginning and end of the exclamation?) Elicit *los signos de exclamación* (exclamation marks). Explain that in Spanish an exclamation has an exclamation mark at the end, just like in English, but there is also an upside down mark at the beginning of the exclamation. Write several exclamations on the board in English and Spanish and have students compare the marks in each. Then write several more and have students practice writing the exclamation marks. Repeat with *los signos de interrogación* (the question marks).
- ▶ Explain that some words have more than one meaning. The only way to know what those words mean in a text is to analyze the context in which they are used. Say: The words *lista* (p. 6), *apuntando* (p. 7), *lado* (p. 17), *velas* (p. 26), *tocó* (p. 28) are multiple meaning words. Ask students to use a dictionary to find all the meanings of each word (*lista, apuntar, lado, vela, tocar*) and to select the meaning they think corresponds to the context of the reading. Have students fill out a three-column chart (Graphic Organizer #31). Tell them to label the columns *Palabra, Significados, Significado en el contexto*. Ask them to write a sentence with each word using the meaning of the word in the context of the reading.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Discuss with students the elements of a story—*los personajes, el ambiente, la trama, el problema y la solución* (characters, setting, plot, problem, and solution). Discuss the importance of each element to understanding the story. Place students into five groups. Assign each group a story. Distribute Venn diagrams (Graphic Organizer #6) and story map charts (Graphic Organizer #16) to each group. Have students work together to read the story and analyze it. They should use the Venn diagram to compare and contrast the main characters, and the story map to tell what the different elements of the story are. Have students present their work to the class in order to summarize what their story was about. ✓

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students chorally repeat words and sentences after you. As you read, point to visual clues and present gestures to help students understand the meaning of unknown words.
- 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 hizo Sepo para no olvidar lo que tenía que hacer?* (What did Sepo make in order not to forget what he had to do?) *Mira la página 16. ¿Quién corre detrás de la lista?* *¿Por dónde corrió?* (Look at page 16. Who ran after the list? Where did he run?)

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 Sapo ayuda a Sepo cuando la lista se va volando?* (Why did Sapo help Sepo when the list flew away?) *¿Crees que Sapo y Sepo son valientes en “Dragones y gigantes?”* *¿Por qué?* (Do you think Sapo and Sepo are brave in “Dragones y gigantes”? 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: *¿Por qué crees que el autor usó animales como personajes en vez de personas?* (Why do you think the author used animals instead of people as characters?) *¿Crees que Sapo y Sepo tuvieron fuerza de voluntad al final del cuento “Las galletas?”* *¿Por qué?* (Do you think Sapo and Sepo demonstrated will power at the end of “Las galletas”? Why?)

POST-READING

- ▶ Have students revisit the predictions they made about the stories before reading. Have students compare and contrast if their predictions were correct or not, and why.
- ▶ Explain to students that the most important thing the author says in a book is called the main idea. Reread the stories and help students identify the main idea: *“Los buenos amigos son distintos, pero comparten valores importantes.”* (“Best friends are different, but share important human values.”) Discuss the main idea with students. Ask: *¿En qué te pareces a tu mejor amigo(a)?* *¿Qué valores comparten?* (How are you and your best friend alike? What values do you share?) ✓

- ▶ Have students choose one of the stories to write an opinion about. Encourage students to use specific examples from the text and illustrations to support why they liked or did not like a particular story. Then have them read their opinions with a partner that chose the same story and compare opinions. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES AND LANGUAGE ARTS

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Write the human values that were represented in the story—patience, will, bravery, common sense, and fairness. Have students conduct an interview with someone in their family about these values, or research to find out about a famous person that has shown one or more of these values. Have students present their interviews or findings to the class.
- ▶ Have students discuss the importance of friendship and how people who are friends should act toward each other. Brainstorm a list on the board from students' responses. Then have students find examples from the stories that show how Sapo and Sepo demonstrated or did not demonstrate being good friends. ✓
- ▶ Have students pretend they had the same dream as Sepo in “*El sueño*,” about acting in a play. Discuss with students what a play is and the different things actors do in a play. You may wish to do some research with students to find out about local plays being shown. Have students work in pairs to act out one of the stories in the book. One student will be Sapo and the other Sepo. Students may wish to create some scenery and costumes. Have students read the dialogue from the book while acting out the scenes. ✓

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use the information in the book and in their previous presentations to write and illustrate a new story called “*Otra lista*” (“Another List”). Students will write a short narrative about a list made by Sapo. Sapo’s list should be centered around what activities he has planned for the day. Have students first, as a class, brainstorm a problem that Sapo could encounter and how Sepo will be involved to help him resolve it. Assist students in completing a story map first with all their ideas before writing and have them include some lines of dialogue in their stories. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of proficiency. You can help them complete this activity by showing vocabulary flash cards, or starting some sentences or phrases. ✓



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 Completa las oraciones con el verbo correcto.

se lamentó apuntado brotaban resoplando planeó

1. Sepo iba resoplando al subir la montaña.
2. Sepo se lamentó cuando la lista se fue volando.
3. He apuntado en mi lista lo que tengo que hacer.
4. El avión planeó antes de aterrizar.
5. Las semillas de Sepo brotaban en su jardín.

B Explica algo que te propones hacer. Ilustra cómo lo lograrás.

Answers will vary.



Nombre _____

Comprensión lectora

A Dibuja al personaje.

1. Sapo

Possible answers: Taller frog doing something the character did in the book.

2. Sepo

Possible answers: Shorter frog doing something the character did in the book.

B Completa la tabla. Explica las causas del miedo de Sapo y Sepo en "Dragones y gigantes".

Causa	Peligro
Las piedras pueden aplastarlos.	avalancha
La serpiente puede comérselos.	serpiente
El halcón quiere comérselos.	halcón

C Contesta sobre el cuento "Las galletas".

1. ¿Cómo logran Sapo y Sepo dejar de comer galletas?

Possible answer: Regalan las galletas a los pájaros.

2. ¿Tuvieron Sapo y Sepo fuerza de voluntad? ¿Por qué?

Possible answers: No tuvieron fuerza de voluntad porque seguían comiendo galletas. Solo dejaron de comérselas cuando se las dieron a los pájaros.

3. Escribe cómo hubieras tenido fuerza de voluntad.

Possible answer: Yo hubiera esperado al otro día para comer galletas otra vez.



Nombre _____

Vocabulario

A Completa las oraciones con el verbo correcto.

se lamentó apuntado brotaban resoplando planeó

1. Sepo iba _____ al subir la montaña.
2. Sepo _____ cuando la lista se fue volando.
3. He _____ en mi lista lo que tengo que hacer.
4. El avión _____ antes de aterrizar.
5. Las semillas de Sepo _____ en su jardín.

B Explica algo que te propones hacer. Ilustra cómo lo lograrás.

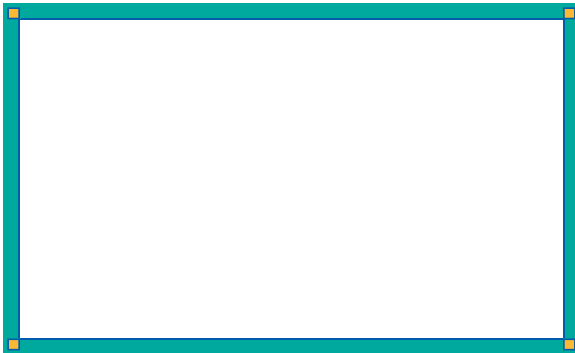


Nombre _____

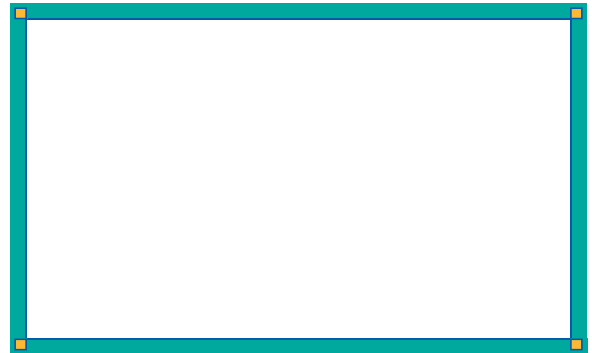
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B Completa la tabla. Explica las causas del miedo de Sapo y Sepo en "Dragones y gigantes".

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