



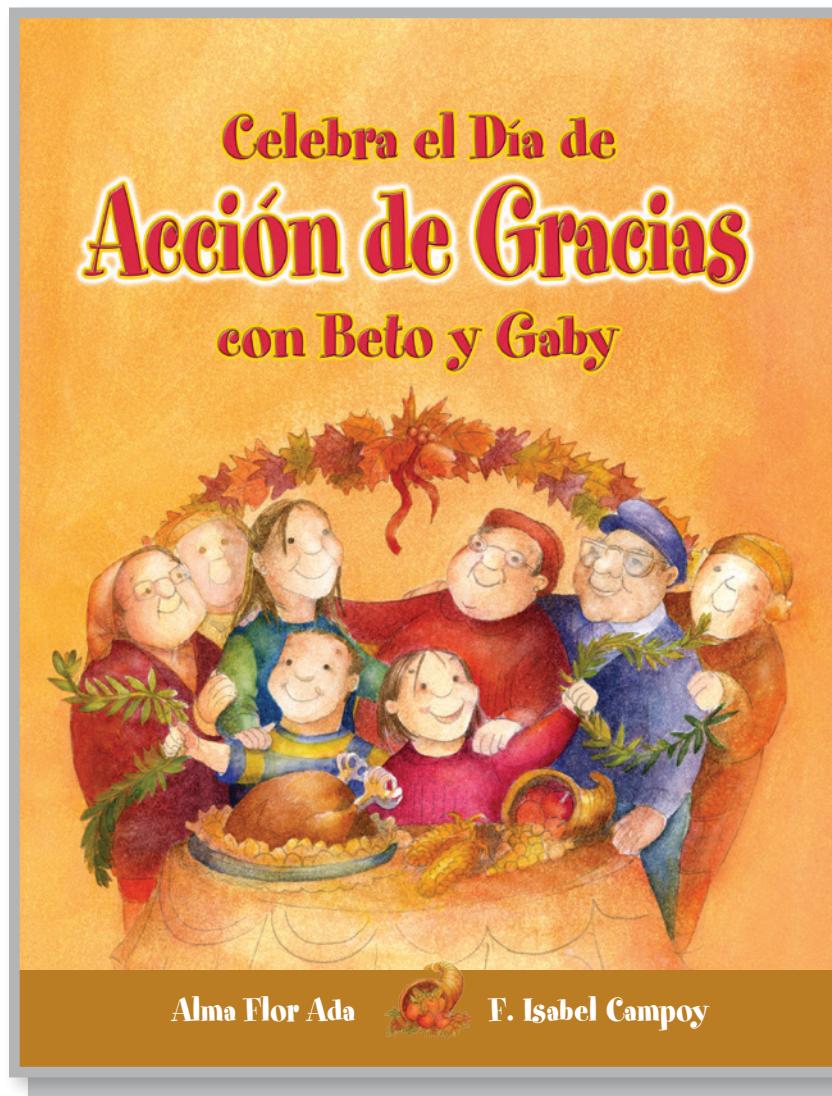
GRADE 2

LESSON PLAN AND ACTIVITIES

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

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Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level J / Lexile Level 590L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Literary Text: Realistic Fiction

Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ▶ Define, identify, and write with nouns to clarify meaning.
- ▶ Use context clues, including illustrations, to clarify word meanings.
- ▶ Recognize the distinguishing features of a sentence, including beginning and ending punctuation, and the em dash to indicate dialogue.
- ▶ Make inferences and draw conclusions, citing supporting evidence from the text.

- ▶ Consult a dictionary.
- ▶ Use and understand adjectives expressing origin (*gentilicios*).
- ▶ Identify themes or moral lessons of a story.
- ▶ Compare and contrast two related texts.
- ▶ Demonstrate understanding of historical events by creating a timeline.
- ▶ Write a brief composition comparing and contrasting two related texts.

MATERIALS

- ▶ paper cutouts of a fall vegetable (pumpkin, corn, etc.) with vocabulary words on them, two small baskets
- ▶ chart paper or whiteboard

- ▶ paper plates, markers or crayons
- ▶ *Diagrama de Venn*, *Línea cronológica*, *Tabla de tres columnas*
(Graphic Organizers #6, #15, and #31)*

SUMMARY

Gaby and Beto's Thanksgiving plans change because of the snow, but they end up having a big celebration anyway, in a story accompanied by facts about the history of Thanksgiving.

STANDARDS

SLAR CCSS RL 2.1, RL 2.3, RL 2.7, RL 2.10, RI 2.1, RI 2.3, RI 2.4, RI 2.5, RI 2.9, RI 2.10, RF 2.3, RF 2.4, W 2.1, W 2.7, W 2.8, SL 2.1, SL 2.2, SL 2.4, SL 2.6, L 2.1.a, L 2.1.c-d, L 2.2.a, L 2.2.e-f, L 2.3, L 2.4, L 2.6

SLAR TEKS 1.1.A, 2.2.F, 2.3.B, 2.3.C, 2.4.A, 2.6.A, 2.9.B, 2.12.A, 2.13.A, 2.14.A-C, 2.17.A-B, 2.19.A, 2.21.A.ii, 2.21.B, 2.22.A.i, 2.22.D, 2.23.J, 2.28.A, 2.29.A, 2.30.A

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

Social Studies TEKS 2.1.A-B, 2.2.A-C, 2.3.A, 2.4.A-C, 2.5.A, 2.6.B, 2.13.D, 2.18.A-C, 2.18.E, 2.19.A-B

Health TEKS 2.10.A-B

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- arándanos** – una fruta de bayas rojas / cranberries
- cantidad** – gran número de cosas / quantity
- desfile** – conjunto de personas, animales o vehículos que pasan por la calle en celebración de días feriados / parade
- distintas** – que no son iguales o parecidas / distinct
- emocionado(a)** – conmovido por un sentimiento muy fuerte / excited
- invitados** – personas que son invitadas a una celebración / guests
- retrasados** – que están llegando tarde / late

Advanced Vocabulary

- cosechas** – frutas, verduras y cereales que se recogen cuando ya están maduros / harvests

- criollo** – hijo de padres europeos nacido en América / Creole
- cuarto** – que ocupa por orden el número cuatro / fourth
- estadounidenses** – personas nacidas en Estados Unidos / Americans (U.S.A.)
- indígenas** – los primeros pobladores de un lugar / indigenous people
- ingleses** – personas nacidas en Inglaterra / English people
- maneras** – formas en que se hace algo / ways
- peregrinos** – personas que se mudan a países extranjeros / pilgrims
- recolecciones** – actividades para juntar recursos como comida / [food] drives
- sobrevivir** – superar una situación difícil / survive

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., *sustantivos, gentilicios*) and instruction words, such as *compara, contrasta, infiere*.
- Have students take turns explaining new vocabulary in their own words by having them say what the words mean. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book.
- Explain what nouns are. Say: *Las palabras que nombran personas, lugares, animales o cosas se llaman sustantivos.* (Words that name people, places, animals, or things are called nouns.) Have students identify the nouns in the vocabulary list (*arándanos, desfile, invitados, cosechas, recolecciones, indígenas, peregrinos*). Distribute three-column charts (Graphic Organizer #31) and have students label the columns *Personas, Lugares, Cosas*. Then, ask students to write in the words from the vocabulary list that belong in each category. Add the following words to the list: *Europa, América, México, Texas, Plymouth, casa, ciudad, estado, tío, presidente, abuela, pavo, calabaza.* ✓
- Explain that the words *estadounidenses* and *ingleses* are *gentilicios* or adjectives that name the inhabitants of a country or region. Tell students that *estadounidense* refers to a person from the United States of America and *inglés* (Englishman) or *inglesa* (Englishwoman) refers to a person from England. Point out that in Spanish, contrary to English, these words are not capitalized. Write the words for inhabitants of different countries or regions on the board, such as *europeo(a), mexicano(a), francés/francesa, colombiano(a), canadiense*, and have students identify where the person comes from.

► READING

PRE-READING

- ▶ Read the title and authors' names. Tell students: *Este es un libro muy interesante porque tiene dos tipos de textos, uno literario y otro, informativo. ¿Qué saben acerca de esos géneros?* (This is a very interesting book because it has two types of text, one literary and one informative. What do you know about these genres?)
- ▶ Tell students they will read a story about what happens when a snowstorm changes a family's Thanksgiving plans. Then, they will read about Thanksgiving, from the first feast to the way we celebrate today.
- ▶ Conduct a preview of each text, pointing out features such as the differences in the illustrations and the maps and photos. Ask: *¿Cómo saben qué texto es informativo y qué texto es literario?* (How can you tell which text is informative and which is literary?)

READING

- ▶ Read the text aloud to students. Then have students read aloud with you. Be sure to demonstrate proper fluency and inflection for students to mimic.
- ▶ Read pages 2–4. Ask students: *¿Qué significa el guión largo?* (What is the meaning of the long dash?) Elicit that the em dash indicates that a person is talking to another person in the story.
- ▶ Write the phrase *¡Cuántas delicias!* on the board and ask, as you point to each exclamation marks: *¿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 points). Explain that in Spanish an exclamation has a mark at the end, just like English, but in Spanish there is also an upside down mark at the beginning of the exclamation. Repeat with *los signos de interrogación* (the question marks).
- ▶ After reading pages 2–5, ask: *¿En dónde ocurren los sucesos con Beto y Gaby? ¿Y los de la abuelita?* (Where do the events with Beto and Gaby take place? And Grandma?) *En la literatura, el lugar donde ocurren los sucesos se llama el ambiente.* (In literature, we call the place where the story happens the setting.) *¿Por qué creen que las autoras usaron dos ambientes distintos?* (Why do you think the authors used two different settings?)
- ▶ Read pages 6 and 7. Ask: *¿Qué decide hacer la mamá con el jamón? ¿Qué pueden inferir acerca de su carácter? Usen la información del texto y lo que ya saben en su respuesta.* (What did the mother decide to do with the ham? What can you infer about her character? Use information from the text and what you already know in your answer.)
- ▶ Show students pages 18 and 19. Say: *¿Qué notan en las fotos? ¿En qué se parecen? ¿En qué se diferencian?* (What do you notice about the pictures? How are they similar? How are they different?)
- ▶ Turn to pages 20 and 21. Ask: *¿Qué dice el texto acerca del viaje de Oñate y su grupo? ¿Cuáles pudieron ser las dificultades al viajar con 500 personas?* (What did the text say about Oñate's trip? What might have been the difficulties in moving 500 people?)
- ▶ Show students pages 28 and 29. Ask: *¿Por qué creen que se celebra el Día de Acción de Gracias con desfiles? ¿Hay un desfile donde vives? ¿Cómo es?* (Why do you think that people celebrate Thanksgiving with a parade? Is there a parade where you live? What is it like?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text aloud several times and have the students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar comprehension questions: *¿Por qué no viene a la fiesta el tío Fernando?* (Why isn't Uncle Fernando coming to the Thanksgiving feast?) *¿Qué hizo la mamá con la comida?* (What did the mother do with the food?) *¿Por qué hizo una fiesta Juan de Oñate?* (Why did Juan de Oñate have a feast?)

At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to stop and discuss what they have read with their partners.
- Ask these or similar comprehension questions: *¿En qué se parecen la fiesta de Beto y Gaby y las fiestas modernas que se describen en “¿Qué es el Día de Acción de Gracias?”* (In what ways are Beto's and Gaby's feast like the modern ones described in "What is Thanksgiving Day?") *¿Qué hicieron los wampanoags para ayudar a los peregrinos?* (What did the Wampanoags do to help the Pilgrims?) *¿Por qué es importante ayudar a los demás en el Día de Acción de Gracias?* (Why is it important to help others on Thanksgiving?)

Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to make connections with the text, either orally or by jotting down their ideas.
- Ask these or similar comprehension questions: *¿En qué se parecen la mamá y la abuelita?* (How are Mom and Grandma alike?) *¿Por qué crees que Abraham Lincoln declaró el Día de Acción de Gracias fiesta nacional?* (Why do you think that Abraham Lincoln declared Thanksgiving a national holiday?) *¿En qué se parecen las fiestas originales a las de hoy?* (How are the original Thanksgiving feasts like modern ones?)

Post-Reading

- ▶ Have students complete a Venn diagram (Graphic Organizer #6) comparing the two texts, using phrases from the text and jotting down page numbers.
- ▶ Tell students: *La frase ‘comedia de equivocaciones’ se refiere a una situación tan llena de errores que puede parecer gracioso. ¿En qué se parece el cuento “Celebra el Día de Acción de Gracias con Beto y Gaby” a una comedia de equivocaciones?* (The phrase 'comedy of errors' refers to a situation so full of errors that it might seem funny. How is "Celebrate Thanksgiving with Beto and Gaby" like a comedy of errors?) Discuss with students the moral lesson of the story. Ask students, for example, if they can think of a time when someone was generous to them and if they can think of other ways to show generosity.
- ▶ Distribute three-column charts (Graphic Organizer #31) and have students complete a *Tabla 3-2-1*, labeling the columns *Tres hechos que aprendí*, *Dos hechos interesantes*, *Una pregunta que todavía tengo*. (Three Facts I Learned, Two Interesting Facts, and One Question I Still Have). Ask students to present their charts to the class. Discuss as a class possible answers to the questions that the students still have.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:
Building Knowledge in the Content Areas

- ▶ Distribute the chronological *Línea cronológica* charts (Graphic Organizer #15), and have students create a timeline outlining the history of Thanksgiving. Emphasize the concepts of past and present.
- ▶ Discuss the concept of gratitude with students, relating examples to those in the text. Brainstorm things that students are grateful for, writing student contributions on chart paper or the board. Pass out a paper plate to each student. Have them draw the one thing they are most grateful for in the center and write a sentence identifying it and explaining why they chose it. Display students' plates around the classroom.
- ▶ Have your class participate in a canned food drive. Students can monitor the number of cans they collect, classify them by food type, and select the food bank that will receive their donation.

► WRITING

INSTRUCTIONAL FOCUS:
Writing from Sources / Research Strand

Have students refer to the Venn diagram they completed earlier. Have them share the information they included in their diagrams and add any additional information they may have forgotten. On chart paper or the whiteboard, create a class two-column chart labeled *semenjanzas* (Similarities) and *Diferencias* (Differences). Have students classify the information on their Venn diagrams into these categories, providing prompts as necessary for clarifying differences. Have students write a paper comparing the two texts, with an introductory sentence, similarities, and differences, providing evidence from the text and an ending sentence.



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 ¿Qué palabra no pertenece al grupo?

1. cantidad

encantada emocionado retrasada cantidad

2. peregrinos

recolecciones peregrinos fiestas desfiles

3. arándanos

arándanos peregrinos criollo indígenas

B Escribe el gentilicio masculino y femenino para cada país o región. Usa un diccionario.

1. Alemania alemán, alemana

2. Perú peruano, peruana

3. Honduras hondureño, hondureña

4. Texas texano, texana

C Encierra en un círculo los sustantivos en cada oración.

1. El tío llamó para decir que no venía.

2. La mamá preparó un sabroso pavo.

3. La familia se reunió en la casa.

4. Los peregrinos venían de Europa.



Nombre _____

Comprensión lectora

A Ordena del 1 al 4 lo que ocurrió en el cuento.

1. 3 La abuelita invita a otras personas a la fiesta.
2. 1 La mamá recibió una llamada del tío Fernando.
3. 4 Todos llegan a la casa de Beto y Gaby.
4. 2 La abuelita invita al conductor del autobús a la fiesta.

B Describe.

1. Describe la primera celebración de acción de gracias en los Estados Unidos. Possible answer: Don Juan de Oñate hizo una gran fiesta

en Texas. Celebraron porque superaron las dificultades del viaje desde México.

2. Describe cómo se comparte en el Día de Acción de Gracias.

Possible answer: Las familias trabajan juntas para preparar la cena. Se organizan recolecciones de comida.

C Completa la tabla.

El grupo de Juan de Oñate		Los peregrinos
De dónde vinieron	De México.	De Inglaterra. / De Europa.
Desafíos que superaron	Un viaje largo y peligroso.	No sabían cómo sembrar en su nueva tierra.
Ayuda que recibieron	Ninguna.	Los wampanoags les enseñaron a sobrevivir.



Nombre _____

Vocabulario

A ¿Qué palabra no pertenece al grupo?

1. _____
encantada emocionado retrasada cantidad
2. _____
recolecciones peregrinos fiestas desfiles
3. _____
arándanos peregrinos criollo indígenas

B Escribe el gentilicio masculino y femenino para cada país o región. Usa un diccionario.

1. Alemania _____
2. Perú _____
3. Honduras _____
4. Texas _____

C Encierra en un círculo los sustantivos en cada oración.

1. El tío llamó para decir que no venía.
2. La mamá preparó un sabroso pavo.
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Nombre _____

Comprensión lectora

A Ordena del 1 al 4 lo que ocurrió en el cuento.

1. _____ La abuelita invita a otras personas a la fiesta.
2. _____ La mamá recibió una llamada del tío Fernando.
3. _____ Todos llegan a la casa de Beto y Gaby.
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B Describe.

1. Describe la primera celebración de acción de gracias en los Estados Unidos. _____

2. Describe cómo se comparte en el Día de Acción de Gracias.

C Completa la tabla.

	El grupo de Juan de Oñate	Los peregrinos
De dónde vinieron		
Desafíos que superaron		
Ayuda que recibieron		