



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 L / Lexile Level 690L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Informational Text: Science

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ▶ Identify the main idea of an informational text.
- ▶ Identify cognates and explain the differences in pronunciation and spelling.
- ▶ Explain how diagrams support and clarify the meaning of a text.
- ▶ Ask and answer questions to demonstrate understanding of key details in an informational text.
- ▶ Ask for further clarification and explanation as needed about the topics and text under discussion.

- ▶ Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.
- ▶ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives to describe.
- ▶ Decode words with common prefixes.
- ▶ Write an informative text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement.

MATERIALS

- ▶ removable see-through color dots, 8 per student
- ▶ construction paper
- ▶ *Diagrama de Venn, Tabla de tres columnas*
(Graphic Organizers #6 and #31)*

SUMMARY

Animals eat plants or other animals to get the nutrients they need to survive. The relationship among living things based on food is called the food chain. Energy and nutrients flow through the food chain, maintaining a healthy ecosystem.

STANDARDS

SLAR CCSS RI 2.1, RI 2.2, RI 2.3, RI 2.4, RI 2.5, RI 2.7, RI 2.10, RF 2.3.d, RF 2.4, W 2.2, W 2.6, W 2.8, SL 2.1, SL 2.2, SL 2.3, SL 2.6, L 2.1, L 2.2, L 2.4.d–e, L 2.3, L 2.6

SLAR TEKS 2.1.A, 2.1.J, 2.2.F, 2.3.B, 2.4.A, 2.5.A, 2.5.B, 2.14.A, 2.14.B, 2.14.C, 2.15.B, 2.17.A, 2.17.B, 2.17.E, 2.19.A, 2.21.A, 2.21.B, 2.22.A, 2.22.D, 2.25.A, 2.25.C, 2.27.A, 2.28.A, 2.29.A, 2.30.A

NGSS 2-LS4-1

Science TEKS 2.2.D–E, 2.9.A–C

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

abundancia – *gran cantidad de una cosa*

/ abundance

complicada(o) – *difícil / complicated*

envejece (envejecer) – *hacer o hacerse viejo / to grow old*

generaría (generar) – *producir, causar / to generate, to create*

satisfecho(a) – *a gusto, conforme / satisfied*

se extinga (extinguirse) – *acabarse poco a poco / to extinguish*

se transfiere (transferirse) – *pasar algo o alguien de un lugar u otro / to transfer*

se transforma (transformarse) – *cambiar / to transform*

Advanced Vocabulary

cadena alimenticia – *la relación que conecta a los organismos por su fuente de alimento / food chain*

carnívoros – *animales que comen carne*

/ carnivores

consumidores – *animales que comen alimentos producidos por otros organismos / consumers*

ecosistema – *conjunto que forman un medio natural, los seres vivos que viven en él y las relaciones entre ellos / ecosystem*

herbívoros – *animales que comen plantas / herbivores*

nutrientes – *alimentos que se necesitan para vivir / nutrients*

pirámide alimenticia – *la relación entre la cantidad de seres vivos y su lugar en la cadena alimenticia / food pyramid*

presa – *animal que es cazado por otro / prey*

productores – *organismos, como las plantas, que hacen su propia comida / producers*

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, cognados*) and instruction words, such as *clasifica, organiza, observa, menciona*.
- ▶ Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use words, context clues, and pictures.
- ▶ Write the word *abundancia* on the board. Ask students to describe how the word is similar to its English translation, abundance. Repeat with *complicada* (complicated), *extinguir* (extinguish), *transferir* (transfer), and *transformar* (transform). Explain that these words are cognates, or words that are similar in two languages. Tell students that cognates help them understand a text by allowing them to use one language to understand another.
- ▶ Explain that compound words are words formed by at least two smaller words. For example: *La palabra "saltamontes" está formada por dos palabras: "salta" y "montes."* A este animal se le llama así porque, con sus patas de atrás, da grandes saltos por los montes. Ask students to use the same word strategy and the dictionary to find the definition of *sobrepasa* (p. 24), *sobrevivir* (p. 26), and *telaraña* (p. 31).
- ▶ Tell students that a prefix is a word part placed before another word that changes the word's meaning. Explain that one common prefix is *des-*, which "means the opposite of." Say: *La palabra "descomponer" quiere decir separar las partes que componen algo.* Ask students to explain the meaning of *deshacen* (p. 16) and *desaparezcan* (p. 26), using context clues.

► READING

PRE-READING

- ▶ Show students the cover of the book. Ask for answers and predictions to the question in the title *¿Comen hierba los tigres?* Point to each question mark, as you ask: *¿Qué ven al principio y al final de la pregunta?* (What do you see at the beginning and end of the question?) Elicit *los signos de interrogación* (question marks). Explain that in Spanish a question has a question mark at the end, just like English, and also an upside down mark at the beginning.
- ▶ Show students the illustration on page 19. Have them name the organisms beginning with the tiger and ending with microorganisms living in the soil, pointing out that the tiger eats the fox, the fox the stork, and so on. Explain that all living creatures need to eat to get nutrients so that they can stay alive. This is an example of a food chain, and they will read the book to learn more about food chains.

READING

- ▶ Read the story aloud to students. Then have students read together as a class in a choral reading fashion. As you read the story, remind students to raise their hands and ask questions for clarification and further understanding as needed. Remind students to look back to specific pages of a story to find words, phrases, or clues in the illustrations that may help them answer a question or understand the text better.
- ▶ Read the text aloud to students, asking them to raise their hands every time you say the word *nutriente*. Stop during the reading to have students identify which animal is eating to get its nutrients and which animal is being eaten.
- ▶ Divide students into small groups, asking them to reread portions of the text to find answers to specific questions, such as *¿Qué come la rana? ¿Es herbívora o carnívora? ¿Por qué lo sabes?* (What does the frog eat? Is it an herbivore or a carnivore? Why do you know that?) *¿Por qué la cadena alimenticia se llama también la pirámide alimenticia?* (Why is the food chain also called the food pyramid?) Have students report their answers to the group.
- ▶ Reread pages 16 and 17. Ask students to identify what animals eat the tiger (*pequeños insectos y gérmenes*). Then, ask students what kind of word *pequeños* is. Elicit from students that is an *adjetivo* (adjective). Explain that in Spanish, adjectives are usually placed after a noun, but in some cases, they are placed before the noun. Show students different examples from the book: *ranas saltarinas, saltamontes rechoncho* (p. 6); *enorme cuerpo* (p. 13), *varios nutrientes* (p. 18). Have students identify the noun and the adjective.
- ▶ Reread pages 20 and 21. Distribute the Venn diagrams (Graphic Organizer #6) and ask students to use the diagram to explain how the food web is similar to and different from the food chain on pages 18 and 19. 
- ▶ Divide the class into groups and assign each group a local ecosystem to research—such as a garden, park, beach, lake, or wooded area—to generate a list of the plants and animals that live there. Distribute the three-column charts (Graphic Organizer #31) and have students label the columns *Ecosistema, Productores o consumidores, Fuente informativa*. Tell them to use the first column of the chart to record the information about their assigned ecosystem and the third column to identify the source. Explain that they will complete the second column during a Post-Reading activity.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text aloud several times. Then have students repeat chorally after you.
- Have students find two of the vocabulary words and place removable see-through color dots over each of them. Ask them to look at the illustrations and the words before and after the “highlighted” word to help them determine its meaning.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask students these or similar questions: *¿Qué come el saltamontes? ¿Y la rana?* (What does the grasshopper eat? And the frog?) *Nombra un animal carnívoro/herbívoro.* (Name a carnivorous/herbivorous animal.)

At-level Students

- Read the text aloud to and with students. Then have students read with a partner.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Qué significa la palabra “complicada”? Da un ejemplo de una situación complicada.* (What does the word “complicated” mean? Give an example of a complicated situation.) *¿En qué se diferencian los productores de los consumidores?* (What is the difference between producers and consumers?)

Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Assign a purpose for reading, such as generating comprehension questions. With a partner, have students ask each other the questions they generated in the previous step.
- Ask these or similar questions: *¿Se puede decir que la hierba se come al tigre? ¿Por qué?* (Can we say that the grass eats the tiger? Why?) *Explica la diferencia entre los cinco niveles de consumidores.* (Explain the difference between the five levels of consumers.) *Aplica la cadena alimenticia al almuerzo de la cafetería.* (Apply the food chain to the cafeteria lunch.)

POST-READING

- ▶ Remind students that the most important thing the author says in a story or paragraph is called the main idea. Reread the text and help students identify the main idea. Ask students: *¿Cuál es la idea principal de este libro? Cita evidencia del texto para apoyar tu respuesta.* (What is the main idea of this book? Cite evidence from the text to support your answer.)
- ▶ Have students draw the food chain outlined in the book, labeling each component as a producer or consumer. More advanced students can label the level of each consumer.
- ▶ Ask groups to classify as producers or consumers the elements of the ecosystem assigned to them, and to record their responses in the second column of the chart previously generated in the Reading section.
- ▶ Discuss what happens when there are sudden changes in the environment, such as a drought, fire, or flood that affects one element of an ecosystem. Then ask: *De acuerdo con lo que aprendiste en el libro, ¿qué efecto va a tener esto en los productores? ¿Y en los consumidores?* (Based on what you learned from the book, what effect will it have on the producers? And on the consumers?)



► CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Extend student learning by asking them to identify animals that eat both plants and animals. Introduce the word *omnívoro*. Have students compare the words *omnívoro*, *herbívoro*, and *carnívoro* to determine which word parts they have in common and which root words (*hierva* and *carne*) they see. Explain that “*omni*” means “*todo*” and “*voro*” means “*comer*”. Have student conduct some research about *animales omnívoros*. Have students work in pairs or groups to create a report to present to the class, using information and vocabulary from the text as much as possible. 
- ▶ Have students create a model of the *pirámide alimenticia* (food pyramid) based on pages 24 and 25 of the text, using construction paper cutouts to represent each element of the ecosystem.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students write a paragraph describing the food chain in their assigned ecosystem, using the information from the three-column chart they created. Help students complete this activity by having them write words, phrases, or complete sentences, according to their proficiency level. Differentiate instruction by providing sentence stems, such as: *Estudié el ecosistema de _____*. *Usé como fuente informativa _____*. *Según la fuente informativa, el ecosistema tiene varias plantas, incluyendo _____, _____ y _____*. *Las plantas son productoras. El _____ se come las plantas. Es el primer consumidor. El _____ se come _____ y es comido por _____*. *Todos los seres vivos dependen uno del otro*. Have students create a cycle graphic organizer similar to the one on page 19, to illustrate the food chain in the ecosystem they researched. 



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 las palabras del recuadro.

abundancia complicada se extinguieran
 se transfiere nutrientes

1. La energía _____ se transfiere _____ de la planta al saltamontes.
2. Si _____ se extinguieran _____ las ranas, ¿qué comerían las cigüeñas?
3. Hay _____ abundancia _____ de hierba y muy pocos tigres.
4. La red alimenticia es más _____ complicada _____ que la cadena alimenticia.
5. Todos los seres vivos necesitan _____ nutrientes _____ para vivir.

B Une la palabra a su definición.

- | | |
|---------------|--------------------------------|
| 1. envejecer | e. animales que comen carne |
| 2. presa | b. producir |
| 3. satisfecho | c. hacerse viejo |
| 4. generar | d. a gusto |
| 5. carnívoros | a. animal que puede ser cazado |

C Encierra en un círculo las palabras que tienen un cognado en inglés.

- | | |
|---------------------|----------------------|
| 1. nutriente | 3. comida |
| 2. herbívoro | 4. consumidor |



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Puede ser un animal presa y cazador? Explica.

Possible answer: Sí, porque hay animales que se alimentan de animales más pequeños, y luego ellos pueden ser el alimento de animales más grandes.

2. ¿Qué podría provocar un caos en la cadena alimenticia?

Si algún animal se extinguiera o desapareciera repentinamente, otros animales no podrían alimentarse y esto ocasionaría un problema en la cadena alimenticia.

3. ¿Cómo se transfiere la energía solar?

Possible answer: La energía solar se transforma en nutrientes y los nutrientes se transfieren de las plantas a los animales herbívoros y luego a los carnívoros.

B Encierra en un círculo la respuesta correcta.

1. Un ejemplo de consumidor primario es _____

la serpiente. la cigüeña. **la abeja.**

2. _____ son productoras en una cadena alimenticia.

Las plantas Las semillas Las arañas

3. ¿Qué necesita una criatura para estar viva y crecer?

Caramelos. **Nutrientes.** Hojas.

4. El tigre es un animal _____

carnívoro. herbívoro. omnívoro.



Nombre _____

Vocabulario

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2. Si _____ las ranas, ¿qué comerían las cigüeñas?
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Comprensión lectora

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