



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 N / Lexile Level 750L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



## TEXT TYPE

Informational Text: Science

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



## OBJECTIVES

- ▶ Infer and predict the topic of the book.
- ▶ Identify author's purpose in the text.
- ▶ Connect ideas in the text with real-life situations.
- ▶ Recall information to compare and contrast.
- ▶ Use text and graphic features to clarify comprehension.

- ▶ Use context clues to identify the meaning of words.
- ▶ Identify and use synonyms and antonyms to understand text.
- ▶ Recall meaning of multiple-meaning words.
- ▶ Ask and answer questions about the topic to deepen understanding.
- ▶ Write a summary paragraph.

## MATERIALS

- ▶ flash cards
- ▶ dictionaries, index cards
- ▶ paper, pencils, and crayons
- ▶ *Tabla de tres columnas*  
(Graphic Organizer #31)\*
- ▶ scientific or nature magazines or newspapers

## SUMMARY

In this book, through poetry and art, you can recognize the strong links we have with the natural world. You will learn about your constant connection with nature, from the water you drink and the air you breathe, to the trees you climb and the clouds changing shape in the sky. Your body is, like the whole world, made of stardust—and—if you were a planet, you would be very similar to Earth.

## STANDARDS

**CCSS TEKS** RL 2.10, RI 2.3, RI 2.4, RF 2.3, W 2.5, W 2.6, W 2.10, SL 2.5, L 2.1, L 2.2

**SLAR TEKS** 2.2.F, 2.20.A, 2.27.A, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.B

**Science TEKS** 2.2.A–F

**NGSS** 2-LS4-1, 3-LS4.D

**NCSS** II. Time, Continuity, and Change; III. People, Places and Environments; IV. Individual Development and Identity

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY

### INSTRUCTIONAL FOCUS:

Academic Vocabulary

- airento** – aire que se respira / breath  
**átomos** – las partículas más pequeñas que forman toda la materia / atoms  
**bordo (bordar)** – adornar una tela con bordaduras / to embroider  
**célula** – el elemento de menor tamaño que puede considerarse vivo / cell  
**costuras** – puntadas con hilo y aguja que se dan al coser algo / seams  
**esqueleto** – conjunto de huesos articulados que sostiene y mueve el cuerpo de los vertebrados / skeleton  
**gorjeear** – cantar un pájaro / to warble, to chirp  
**microorganismos** – organismos que no se pueden ver a simple vista / microorganisms  
**organismos** – seres vivos / organisms  
**polen** – granitos muy pequeños dentro de las flores por medio de los cuales se reproducen las plantas / pollen  
**vientre** – estómago / belly

### Advanced Vocabulary

- diorama** – modelo en tres dimensiones que explica, representa o muestra una situación o proceso / diorama  
**dispersas(os)** – regadas, elementos separados entre sí / scattered  
**esponjadas(os)** – porosas, acolchadas, suaves al tacto / fluffy  
**estelar** – de las estrellas / stellar  
**fibras** – lo que forman los tejidos de las plantas y animales, parecido a un hilo / fiber  
**regeneran (regenerar)** – poner una cosa deteriorada o gastada en buen estado / to regenerate  
**ricé (rizar)** – hacer o convertir en rizos / to curl  
**saciado(a)** – que comió o bebió hasta no tener hambre o sed / satisfied  
**texturas** – maneras en que están hechas las cosas y que producen una sensación visual o al tocarlas / textures

## 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 (from magazines, books, or the Internet), 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 different reading activities (e.g., *sinónimos*, *significado múltiple*) and instruction words, such as *predice*, *identifica*, *subraya*, *confirma*, *define*.
- ▶ Have students take turns explaining new vocabulary in their own words. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Provide support to indicate the appropriate meaning of a multiple-meaning word in the context of the reading. For example, say: *En este libro, planta se refiere a un organismo vivo vegetal, no a la parte de debajo de tu pie.* Point to other multiple-meaning words like *cuentas* (p. 21), *hojas* (p. 23).
- ▶ Explain that a synonym is a word whose meaning is the same or nearly the same as another word. Say: *Lleno y repleto son sinónimos porque tienen un significado muy parecido; ambas significan: que contiene todo lo que su capacidad le permite.* (*Lleno* and *repleto* are synonyms because their meaning is very similar; both mean “holding as much as they can.”) Ask students to find other synonyms in the book (*hablar / platicando*, *igual / como si fuera*).
- ▶ Then tell students that an antonym is a word that means the opposite of another word. Say: *Alegre y triste son antónimos porque tienen un significado opuesto. Alegre significa que estás feliz. Triste significa que no te sientes feliz.* (*Alegre* and *triste* are antonyms because they have opposite meanings. *Alegre* means that you are happy. *Triste* means that you are not happy.) Ask students to find other antonyms in the book (*igual / diferente*, *grueso / delgado*, *sube / cae*).
- ▶ Play a predict and confirm game. Use the Advanced Vocabulary and the glossary to create flash cards. Show students a flash card and have them use the pictures and context clues in the book to predict the meaning of the word. Then ask students to use a dictionary to confirm their predictions.

## ► READING

### PRE-READING

- ▶ Explain that everything that surrounds us is made of atoms. Ask students: *¿Qué ejemplos del libro nos dicen que el agua que tomamos ahora es la misma que existía hace millones de años?* (What examples from the book tell us that the water we drink now is the same water that existed millions of years ago?)
- ▶ Read aloud the title of the book. Have students view the illustrations and help them “read” the illustrations. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Con qué propósito creen que la autora escribió el libro?* (What do you think the author’s purpose was for writing the book?) Write students’ predictions on the board to check if they were correct after the reading.

### READING

- ▶ Discuss with students the text structure of this book. Elicit that the book is divided into an informative section and a dioramas section. The first section gives us information about why we all are made of stardust, and the second part explains the techniques the illustrator used to create the illustrations and dioramas seen throughout the book. Elicit from students that atoms form all things that surround us, and that cells are part of all living organisms.
- ▶ Explain that even as Earth, animals, plants, and geography are always changing, they all are made of the same elements and atoms that other animals and objects were made of millions of years ago. Then elicit from students that they can observe this if they pay close attention to cycles that are happening around them. Ask: *Menciona un ejemplo de un ciclo natural que ocurre constantemente.* (Mention an example of a natural cycle that occurs constantly.)
- ▶ Tell students that images, illustrations, and dioramas allow them to gather and see information more quickly. Have students look at the illustration on page 23. Then ask: *¿Qué es lo que les pasa en otoño a las hojas? ¿Cómo lo sabes?* (What happens to the leaves in the fall? How do you know?)
- ▶ Read the text aloud. Then have students read along with you. Encourage above-level readers to do an independent reading. Have students point to the illustrations that show the different living and non-living things that are made of atoms or cells: *¿Cuáles están formadas por células? ¿Cómo lo sabes?* (Which are made of cells? How do you know?)
- ▶ Have students read aloud the two pages with dioramas at the end of the book. Ask them to look at the dioramas to have a better idea of the different techniques the illustrator uses. Elicit from students that authors use graphic features to enhance comprehension and to make facts more clear. Ask students to explain how each diorama helps them to better understand the content.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Read the text aloud several times. Have students chorally repeat after you.
- Have above-level students read with below-level students to act as tutors/mentors.
- Allow students to provide short phrases or incomplete sentences as answers. Ask these or similar questions: *¿Cuándo creces?* (When do you grow?) *¿Qué se regenera en tu cuerpo?* (What regenerates in your body?)

### 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: *¿Es posible que tengas en tu cuerpo un átomo que tuvo un dinosaurio? ¿Por qué?* (Is it possible that you have an atom in your body that was also inside a dinosaur? Why?) *Da dos ejemplos de por qué te pareces a la Tierra. Justifica tu respuesta usando lo que aprendiste en el texto.* (Give two examples of how you are similar to Earth. Justify your answer using what you learned in the text.)

### 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 es importante saber que todo está formado por átomos?* (Why do you think it is important to know that everything is made up of atoms?) *¿En qué cosas te pareces a un árbol?* (How are you similar to a tree?)

## POST-READING

- ▶ Explain to students that authors usually write to persuade or convince the reader about something, to inform by giving facts about something, or to entertain the reader. Ask students what they now think was the author's purpose for writing this book, after reading it, and have them give two clues from the text that justify their choice. Tell students to write in their notebook their choice and justification, and have them present it to the class.
- ▶ As a class, compare the predictions the students made in the Pre-Reading section about the author's purpose for writing the book and the choice they presented. Read their predictions and have volunteers explain why each prediction was correct, incorrect, or partially correct.
- ▶ Encourage students to act out something made of cells and something that doesn't have cells. For example, an animal and a street light. Help students by acting out a cat or dog, and staying still with an arm extended, like a street light. Provide additional help as needed. Repeat the activity, this time using other examples. 



## ► CONNECTION WITH CONTENT AREAS: SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have students read aloud and visualize pages 11 and 12 of the book. Tell students they are going to research their state to come up with a body of water and examples of animals (prehistoric and current) that likely shared that same water across time. Ask students to use an index card to draw and label the body of water on the front of the card and the descriptions of the animals that used it across time on the back. Have students discuss their findings with the class. 
- ▶ Have students name objects and living things they know. Then, distribute a *Tabla de tres columnas* (Graphic Organizer #31) and ask students to label the columns *Formado por células*, *Formado por átomos*, *Formado por células y átomos*. Have students fill out the chart with the living and non-living things they mentioned and ask them to supply two more examples from the book. As an extended activity, students can research more examples of things made of cells and atoms, or both. 
- ▶ Have pairs of students use their three-column charts to create a diorama of an environment of their choosing that will contain things and organisms. Display the dioramas around the classroom. 

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use their own dioramas and the information from the book to write a summary paragraph about the reading. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of proficiency. 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 Une.

- |                    |   |
|--------------------|---|
| 1. aliento         | a. cantar como pájaro                       |
| 2. gorjeear        | b. barriga                                  |
| 3. polen           | c. cosido con hilo                          |
| 4. costuras        | d. respiración                              |
| 5. microorganismos | e. seres que solo se ven con un microscopio |
| 6. vientre         | f. granitos de las flores                   |

### B Encierra en un círculo el sinónimo de la palabra o frase en negrita.

1. Los **granitos pequeños de las flores** ayudan a que estas se reproduzcan.

fondo

**polen**

piso

2. Las células de la piel se pueden **renovar**.

cortar

**regenerar**

recoger

3. La **sensación al tacto** de la alfombra es suave.

**textura**

costura

temperatura

4. Me **ondulé** el cabello en la peluquería.

**ricé**

mezclé

alisé

5. Comí hasta que estuve **llego**.

cansado

aburrido

**saciado**



Nombre \_\_\_\_\_

## Comprensión lectora

### A Completa la información.

#### 1. Eres polvo de estrellas.

Causas: Possible answer: Tanto las estrellas como los planetas, como nosotros,  
estamos formados por átomos.

#### 2. Los dinosaurios pueden haber tomado la misma agua que tú.

Causas: Possible answer: El agua está formada por los mismos átomos y el ciclo  
del agua la ha reciclado por millones de años.

#### 3. Comenzaste tu vida como todos los organismos de la Tierra.

Causas: Possible answer: Todos los seres vivos están formados por células.

### B Explica en qué te pareces a un pájaro.

Possible answer: Estamos formados por células. Somos polvo de estrellas. Nacemos,  
crecemos y morimos. Aprendemos cosas de nuestros padres. Vivimos en la Tierra.

### C ¿En qué te pareces y te diferencias de un volcán?

Possible answer: Nos parecemos en que ambos estamos formados por átomos. Nos  
diferenciamos en que yo tengo células vivas y el volcán no.



Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |                    |  |
|--------------------|--|
| 1. aliento         | a. cantar como pájaro                          |
| 2. gorjeear        | b. barriga                                     |
| 3. polen           | c. cosido con hilo                             |
| 4. costuras        | d. respiración                                 |
| 5. microorganismos | e. seres que solo se ven<br>con un microscopio |
| 6. vientre         | f. granitos de las flores                      |

### B Encierra en un círculo el sinónimo de la palabra o frase en negrita.

1. Los **granitos pequeños de las flores** ayudan a que estas se reproduzcan.

fondo                      polen                      piso

2. Las células de la piel se pueden **renovar**.

cortar                      regenerar                      recoger

3. La **sensación al tacto** de la alfombra es suave.

textura                      costura                      temperatura

4. Me **ondulé** el cabello en la peluquería.

ricé                      mezclé                      alisé

5. Comí hasta que estuve **llegado**.

cansado                      aburrido                      saciado



Nombre \_\_\_\_\_

## Comprensión lectora

### A Completa la información.

1. Eres polvo de estrellas.

Causas: \_\_\_\_\_  
\_\_\_\_\_

2. Los dinosaurios pueden haber tomado la misma agua que tú.

Causas: \_\_\_\_\_  
\_\_\_\_\_

3. Comenzaste tu vida como todos los organismos de la Tierra.

Causas: \_\_\_\_\_  
\_\_\_\_\_

### B Explica en qué te pareces a un pájaro.

\_\_\_\_\_  
\_\_\_\_\_

### C ¿En qué te pareces y te diferencias de un volcán?

\_\_\_\_\_  
\_\_\_\_\_