



GRADE 2

LESSON PLAN AND ACTIVITIES

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

Author: **Luis María Pescetti**

Illustrator: **Ana Sanfelippo**



Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level N / Lexile Level 980L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ▶ Ask and answer questions about key details in a text.
- ▶ Demonstrate understanding of the central message of the text.
- ▶ Describe the connection between two or more events or pieces of information in a text.

- ▶ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in texts.
- ▶ Read with sufficient accuracy and fluency to support comprehension.
- ▶ Identify the distinguishing features of a sentence.
- ▶ Locate countries on a map.
- ▶ Write an informational text.

MATERIALS

- ▶ writing paper, pencils, crayons
- ▶ index cards
- ▶ pictures of diverse families
- ▶ chart paper, markers
- ▶ world map or globe

- ▶ removable labels
- ▶ *Mapa de ideas, Red de palabras, and Tabla de tres columnas* (Graphic Organizers #18, #26, #31)*

SUMMARY

This book presents many families, some of which may look like those of the children in your class, and all of whom have diverse cultural backgrounds and wildly different lifestyles. The families are linked by the children's friendships and their attempt to answer the question, "Why is no family like ours?"

STANDARDS

SLAR CCSS RI 2.1, RI 2.2, R1 2.3, RI 2.4, RI 2.10, RF 2.3b–f, RF 2.4a–c, SL 2.2a–c, SL 2.3, W 2.2, W 2.7, SL 2.1, SL 2.2, SL 2.4, L 2.1e, L 2.2a, d, e, L 2.4a, b, c, e

SLAR TEKS 2.2.A, 2.2.B, 2.2.D–F, 2.2.H, 2.3.A–C, 2.4.A, 2.5.A–C, 2.13.A, 2.14.A–B, 2.17.A–E, 2.19.A, 2.21.A.i–vii, 2.22.A–B, 2.22.D, 2.23.A, 2.23.D–F, 2.23.H, 2.23.J, 2.25.A, 2.25.C, 2.27.A, 2.28.A

NCSS I. Culture; III. People, Places and Environments; IV. Individual Development and Identity; V. Individuals, Groups and Institutions

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- compuesta (componer)** – *formar algo juntando o juntándose varias personas o cosas / to compose*
- empresa** – *conjunto de edificios, máquinas, trabajadores y otras cosas organizadas para realizar alguna actividad con la que se gana dinero / business*
- festejarían (festejar)** – *hacer fiestas en honor de alguien o algo / to celebrate*
- gerenta (gerente)** – *persona que dirige una empresa / manager*
- maternas** – *propios de la madre / maternal*
- paternos** – *propios del padre / paternal*

Advanced Vocabulary

- brasileños(as)** – *de Brasil, un país de América del Sur / Brazilian*
- casados (casarse)** – *unirse en matrimonio / to marry*
- colombianos(as)** – *de Colombia, un país de América del Sur / Colombian*
- cura** – *sacerdote católico / priest*
- danesa (danés)** – *de Dinamarca, un país del norte de Europa / Danish*
- estadounidense** – *de los Estados Unidos, un país de América del Norte / American*
- pastor** – *sacerdote, sobre todo en la religión protestante / minister, pastor*
- peruana(o)** – *de Perú, un país de América del Sur / Peruvian*

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 know all the vocabulary words needed to complete the activities (e.g., *palabra, adjetivo, sustantivo, sílaba*) and instruction words, such as *une, completa, ordenar*.
- ▶ Write the vocabulary words on separate notecards or sentence strips, creating one set for every three students. Form groups of three students and give each group a set of vocabulary cards. Have them group the words by categories, such as words for nationality, career, and family.
- ▶ Using the career and nationality word sorts from the previous activity, explain the difference between nouns and adjectives, focusing on word endings and function. Distribute the vocabulary cards and have students identify their word as a noun or adjective and explain how they can tell the difference between the two.
- ▶ Divide students into pairs. Assign each pair a vocabulary word. Distribute drawing paper and have them fold it into fourths. In the upper left corner, they will write the word; in the upper right, they will illustrate it; in the lower left, they will write or draw an example of the word, and in the lower right they will write or draw a non-example of the word. Post them on the class Word Wall or a bulletin board.
- ▶ **Word Riddles** Display the vocabulary words. Create riddles with three clues, such as “*Soy una mujer de un país de América del Sur. Empiezo con la letra C. Tengo cuatro sílabas. ¿Qué palabra soy?*” (“I am a woman from a country in South America. I begin with the letter C. I have four syllables. What word am I?”)

► READING

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the title and the author. Explain that there are many illustrators in this book and that they worked together on a special project called a collaboration. Have them make predictions of what the story may be about, providing evidence from the illustrations to support their predictions.
- ▶ Show students pictures of a variety of family groups. Ask them what they have in common. Tell them that they are going to learn about many different families and find out how they are alike and different.
- ▶ Distribute the *Mapa de Ideas* (Graphic Organizer #18) to each student. Have them write the word *Familia* (Family) in the center circle of the organizer and explain that they will complete the rest as they read the text.

READING

- ▶ Explain the terms *idea principal* and *detalles clave* (main idea and key details), telling students that authors will use details to help readers understand their message. Give students the *Mapa de Ideas* Graphic Organizer (#18) and tell them that they will use it to remember details about some of the families in the text.
- ▶ Read pages 8–9. Ask: *¿De dónde son los padres de Joshua? ¿Por qué Flavia los conoce?* (Where are Joshua's parents from? How does Flavia know them?)
- ▶ Read pages 10–11. Ask students to identify all the countries in Flavia's family. Ask: *¿Por qué creen que Raúl piensa que la familia de Flavia es tan rara?* (Why do you think that Raúl thinks that Flavia's family is strange?)
- ▶ Read pages 14–15. Ask: *¿Por qué se mudaron Esteban y su familia a Canadá? ¿Por qué piensa Miguel que la familia de Esteban es rara?* (Why did Esteban and his family move to Canada? Why does Miguel think that Esteban's family is strange?)
- ▶ Read pages 18–19. Ask: *¿Qué piensa Martín de cómo se formó la familia de Teresa? ¿Te parece justo? ¿Por qué?* (What does Martín think about how Teresa's family was formed? Does that seem fair? Why?)
- ▶ Read pages 22–29. Ask: *¿Qué nos muestran todos los detalles acerca de los padres?* (What do those details show us about the parents?)
- ▶ Read page 31. Ask: *¿Cómo contestarían la pregunta? ¿Qué evidencia hay en el texto para apoyar la respuesta?* (How would you answer the question? What evidence is there in the text to support your answer?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿De dónde son los padres de Raúl?* *¿En qué trabaja el papá?* (Where are Raúl's parents from? What does his father do for a living?) *¿Qué le preguntó Esteban a Raúl?* (What did Esteban ask Raúl?)

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 dijo Teresa que los padres de Miguel tenían que elegir una sola religión?* (Why did Teresa say that Miguel's parents would have to choose one religion?) *¿Cuál es la relación entre Miguel y Teresa?* (How are Miguel and Teresa connected?)

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: *Cuando Flavia le pregunta a su mama:* “*¿Por qué ellos no hablan como nosotros?*”, *¿qué le contestarían a ella?* *¿Por qué?* (When Flavia asks her mother, “Why don't they talk like us?”, what would you tell her? Why?) *¿De dónde proviene tu familia?* *¿En qué se parece tu familia a las familias del libro?* (Where does your family come from? How is your family like the families in the book?)

Post-Reading

- ▶ Review the *Mapa de ideas* students completed during the Reading activities. Remind students that good readers connect the details of a text to determine the main idea. Distribute the *Tabla de tres columnas* (Graphic Organizer #31). Have students label each column as follows: *Niño, Nacionalidad, Características de la familia*. Assign each group of students a section of the text (pp. 6–9, 10–15, 16–21, 22–25, 26–29, for example) and have them complete the chart. Compile the results and have students generate the main idea of the text. ✓
- ▶ Have students relate their experiences to those in the text, including which family is most/least like theirs.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Show students a map of the world, pointing out the countries mentioned in the text, explaining that the families in the text were from those different places, but that they were all connected. Ask students if they have friends, neighbors, or family members who have lived in other places. Place removable dots on the map to show all the countries the class mentions.
- ▶ Have students work with a partner to choose a country and create a poster that shows its flag, the language(s) spoken there, and one fact of their choosing to share with the class. 
- ▶ Have students identify leisure activities mentioned in the text (i.e., travel, sports, judo, computer activities, etc.). Ask them what leisure activities they participate in, creating an informal graph. Then have students select the five most popular activities and survey students in another class, graphing the results and reporting the results back to the class. 

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Remind students that the text showed many different families and that each one was unique and special. Prepare the *Red de palabras* (Graphic Organizer #26) by labeling each box as follows: *Personas en mi familia, De dónde venimos, El trabajo que hacen mis padres, Nuestros pasatiempos.*

Distribute the graphic organizer and have students complete it with words or phrases. Distribute writing paper to students and have them write a draft from the graphic organizer. Remind students to pay attention to capitalization and punctuation. Have students work together to peer edit their writing, then recopy and present their texts with illustrations. Help students complete this activity by having them write 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. 



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. pastor

a.



2. festejarían

b.



3. casados

c.



4. estadounidense

d.



B Completa las oraciones.

cura

gerente

maternas

paternos

1. Mis abuelos _____ siempre me cuentan sobre cómo se portaba mi papá cuando era niño.

2. El _____ de la empresa no llega nunca tarde.

3. El _____ habló en el matrimonio de mis padres.

4. Mis dos tíos _____ se parecen a mi mamá.



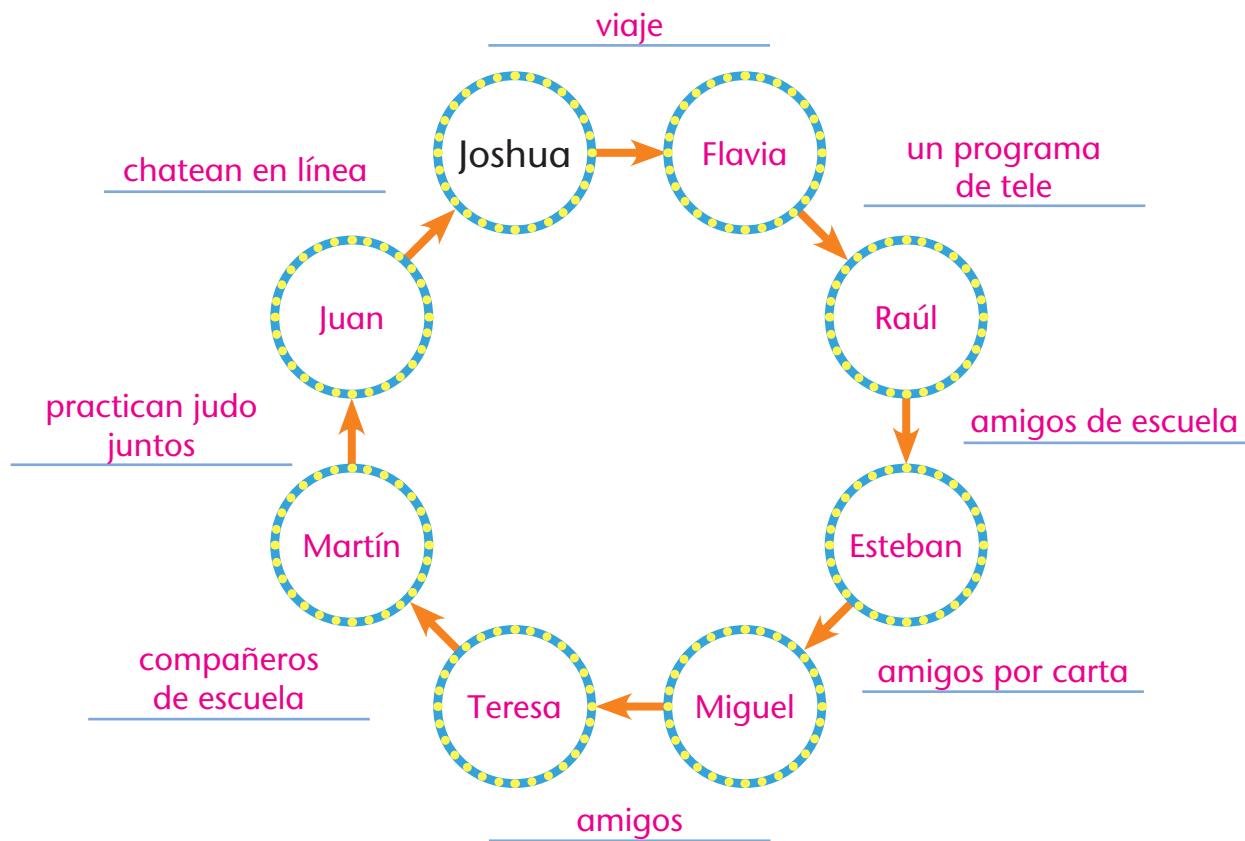
Nombre _____

Comprensión lectora

A Conecta ambas columnas por medio de una línea.

1. Han estado toda la vida juntos. Raúl y Esteban
2. Tiene una abuela danesa. el papá de Juan
3. Tiene un camión con los papás de Martín
el que hace mudanzas.
4. Son amigos de la escuela. Flavia

B ¿Cómo se relacionan los niños en el texto? Completa el diagrama.





Nombre _____

Vocabulario

A Une.

1. pastor



2. festejarían



3. casados



4. estadounidense



B Completa las oraciones.

cura gerente maternas paternos

1. Mis abuelos _____ siempre me cuentan sobre cómo se portaba mi papá cuando era niño.

2. El _____ de la empresa no llega nunca tarde.

3. El _____ habló en el matrimonio de mis padres.

4. Mis dos tíos _____ se parecen a mi mamá.



Nombre _____

Comprensión lectora

A Conecta ambas columnas por medio de una línea.

- | | |
|---|---------------------|
| 1. Han estado toda la vida juntos. | Raúl y Esteban |
| 2. Tiene una abuela danesa. | el papá de Juan |
| 3. Tiene un camión con
el que hace mudanzas. | los papás de Martín |
| 4. Son amigos de la escuela. | Flavia |

B ¿Cómo se relacionan los niños en el texto? Completa el diagrama.

