



GRADE 2

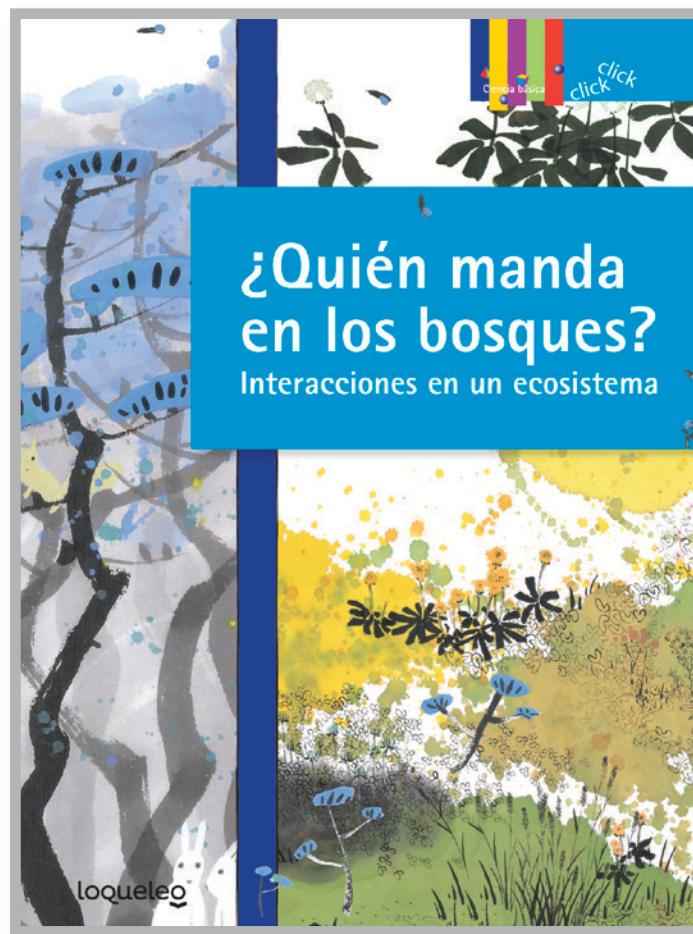
## LESSON PLAN AND ACTIVITIES

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 M / Lexile Level 780L

### 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 the author's purpose in the text.
- ▶ Connect ideas in the text and real-life situations and share a personal experience.
- ▶ Use context clues to clarify the meaning of synonyms.
- ▶ Analyze shades of meaning of words to aid comprehension.
- ▶ Use context clues and word part strategies to clarify the meaning of unfamiliar words.

- ▶ Describe key ideas and details to aid comprehension.
- ▶ Identify and explain the use of personification.
- ▶ Recall information to analyze cause and effect.
- ▶ Ask and answer questions about the topic to deepen understanding.
- ▶ Write a problem-solution paragraph.

## MATERIALS

- ▶ flash cards
- ▶ *Comparación y contraste* (Graphic Organizer #5)\*
- ▶ paper, pencils, index cards, and crayons
- ▶ umbrellas

## SUMMARY

This book explains how a forest is formed and how it changes over time. Using a story-like style and clever metaphors, the author informs us about how trees and plants compete for their spaces in a forest and about the importance of forests in general, for animals and for the planet.

## STANDARDS

**SLAR CCSS** RI 2.1, RI 2.3, RI 2.4, RI 2.5, RI 2.6, RI 2.7, RI 2.9, RI 2.10, RF 2.3, RF 2.4, W 2.5, 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 2.3, L 2.4.a, L 2.5, L 2.6

**SLAR TEKS** 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.B, 2.5.C, 2.11.A, 2.12.A, 2.13.A, 2.14.A, 2.14.B, 2.14.D, 2.15.A, 2.15.B, 2.17.A, 2.19.B, 2.22.A, 2.25.B, 2.25.C, 2.26.A, 2.27.A, 2.28.A, 2.28.B, 2.29.A, 2.30.A

**NGSS** 2-LS4-1

**NCSS** III. People, Places, and Environments; VIII. Science, Technology, and Society

**Science TEKS** 2.3.A, 2.9.B–C, 2.10.B

**Social Studies TEKS** 2.7.C, 2.8.A–C, 2.18.A–C, 2.18.E, 2.19.A, 2.20.A

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



## VOCABULARY

### INSTRUCTIONAL FOCUS:

Academic Vocabulary

**cedieron (ceder)** – *entregar / to give up*

**hartarse** – *hacer una cosa hasta que no se puede más / fill oneself*

**llover a cántaros** – *llover muchísimo / to rain heavily*

**remoto** – *que está muy lejos / remote, distant*

**se empapó (empaparse)** – *absorber bastante agua / to soak up*

**sombría(o)** – *triste, con poca luz / gloomy*

### Advanced Vocabulary

**bellotas** – *frutos del encino / acorns*

**champiñones** – *hongos comestibles / mushrooms*

**coníferas** – *árboles con conos en vez de frutos / conifers*

**fértil** – *llena de nutrientes / fertile*

**follaje** – *conjunto de hojas / foliage*

**oxígeno** – *elemento del aire que respiramos para vivir / oxygen*

**pastos** – *hierbas que come el ganado / grass*

**perenne** – *que se mantiene igual todo el año / perennial*

**se erosione (erosionarse)** – *desgastarse / to erode*

**silvestres** – *salvajes, que se dan en la naturaleza / wild*

**sucesión ecológica** – *proceso de crecimiento y cambio de las plantas en un lugar / ecological succession*

**tréboles** – *hierbas con las hojas casi redondas y agrupadas de tres en tres / clovers*

## 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., *sinónimo, relacionadas, matices de significado*) and instruction words, such as *clasifica, organiza, observa*.
- ▶ Explain that some words have related meanings, but they are not really synonyms. These words have shades of meanings or *matices de significado*. Tell students that in the context of this book the words *morir* (p. 17) and *caduca* (p. 19) have very similar meanings, but are not synonyms. Explain that *caducar* means to expire, whereas *morir* means to cease to exist. Help students see how *morir* conveys a more complete change than *caducar*. Ask student pairs to analyze the different types of changes these words suggest. Provide assistance to help them understand the difference in meanings. Give more examples from the text: *eclipsaron, bloqueaban, comer, hartarse*.
- ▶ Have students look for synonyms—words that have the same or very similar meanings—for the following vocabulary words (answers are in parentheses): *remoto* (*lejano*, p. 4), *follaje* (*hojas*, p. 20), *resistente* (*duro*, p. 15), *comenzaron* (*empezaron*, p. 17).
- ▶ **Hangman** Choose a word and place lines on the board for each letter of the word. Have students guess letters that make up the word. Each time they miss a letter, give a partial clue to the definition. Students must guess and spell the word before the hangman is drawn.

## ► READING

### PRE-READING

- ▶ Explain that trees are the main source of food and oxygen in the planet. Then elicit from students why trees are so important. Ask: *¿Por qué son importantes los bosques?* (Why are forests important?) *Menciona dos ejemplos de cómo nos benefician los bosques.* (Give two examples of how forests are beneficial to us.)
- ▶ Read the title of the book aloud. Have students view the illustrations and help them “read” the illustrations. Ask students: *¿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 in writing the book?) Write their predictions on the board to check if they were correct after the reading.
- ▶ Tell students they will learn about the importance of the forest in preserving life and balance in our planet.

### READING

- ▶ Explain to students that the purpose of an informational text is to provide information about a topic, and that sometimes authors use traits of fictional narrative to make the text more attractive to readers. Ask students to use text features to identify instances when the author uses nonfiction (e.g., *Nota de la profesora*, the text with smaller size on pages 24 and 27) and fictional narrative.
- ▶ Read aloud pages 4–9 to familiarize students with the text. Then have students read along with you. Ask: *¿A quién le pidió ayuda el Sol?* (Who did the Sun ask for help?) *¿Qué tipo de árboles retoñaron?* (What kind of trees sprouted?) *¿Cómo se formó el suelo fértil?* (How was the fertile soil formed?)
- ▶ Explain to students that sometimes authors give human characteristics to an animal or an object. This is called personification (*personificación*). For example, on page 7 they author says: “*el viento sopló su aliento sobre las semillas.*” The author is comparing how the wind blows air to the breathing of a living creature or person. Focus students’ attention on the title of the book and guide them to understand that plants do not “rule” anything in reality, and to attribute that quality to a plant is a clear use of personification. To reinforce this concept, say “*el Sol llamó al viento*” and have students draw a scene that illustrates this phrase. Ask students to share and explain their drawings.
- ▶ Assist and support students as they read pages 10–17. Pause at different intervals and have students discuss the text details, paraphrase or summarize a paragraph, identify text evidence, and state an opinion. Ask these or similar questions to monitor students’ progress as they read: *¿Qué tipo de plantas son los pinos? ¿Por qué?* (What kind of plant are pines? Why?)
- ▶ Explain that this text contains many facts on how forests grow, change, and their importance for life. Remind students that a fact is something that can be proven and is supported by evidence, and an opinion is something you believe or feel to be true and is open to debate. Distribute index cards to students and have them write a fact in one side of the card and an opinion in the other side. Monitor students’ work and assist them as necessary. Ask students to read their cards to the class. Encourage students to have a debate about their classmates’ presentations.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Read the text aloud several times. Have students chorally repeat after you.
- Allow students to respond in phrases or incomplete sentences.
- Have above-level students read with below-level students. Ask these or similar questions: *¿Por qué las hojas de los pinos están verdes todo el año?* (Why are pines green all year round?) *¿Quién trajo las semillas al lugar remoto?* (Who brought the seeds to the remote place?)

### At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities. Ask these or similar questions: *¿Por qué crees que la tierra se cubrió de tréboles?* (Why do you think the land was covered with clovers?) *¿Por qué crees que los pinos no dominaron el bosque?* (Why do you think that pines did not rule over the forest?)

### Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit couplets, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities. Ask these or similar questions: *¿Qué pasaría si desaparecieran los bosques?* (What would happen if all the forests disappeared?) *¿Cuál crees que es el papel de los animales en mantener el bosque?* (What do you think the role of animals is in maintaining the forest?)

## 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 simply to entertain the reader. Discuss with students if their predictions about the theme and the author's purpose were correct. Ask students: *¿Estás de acuerdo con la opinión de la autora, de que los bosques sustentan la vida en nuestro planeta? ¿Por qué? Explica tu respuesta.* (Do you agree with the author's opinion that forests sustain life on our planet? Why? Explain your answer.) ✓
- ▶ Discuss the title of the book with the class: *¿Creen que el título del libro es apropiado? ¿Por qué?* (Do you think the title of the book is appropriate? Why?)
- ▶ Have students create a compare and contrast chart (Graphic Organizer #5) to compare *Las coníferas* and *Árboles de hojas anchas*. Ask students to reread the pages associated with the trees, and have them write a list of the characteristics of each tree and how they can be used as raw materials. Tell students to use their list to complete the compare and contrast diagram. ✓



## ► CONNECTION WITH CONTENT AREAS: SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have students work in pairs to discuss the importance of learning about the role of forests on our planet. Ask them to use complete sentences and to use Science vocabulary, such as *preservar, oxígeno, madera, utilizar, sustentan, erosión, materia prima*. 
- ▶ Have the class discuss what they learned in the book. After the discussion, ask students to design a “*Protege nuestros bosques*” poster, using their own drawings or images from the Internet. Help students create a slogan to promote some kind of protection measure as part of their posters. For example: *Si cortas un árbol, siembra otro árbol*. Invite students to present their posters to the class, and then to their family members. Display the posters around the classroom. 
- ▶ Divide the class into pairs. Tell students they are going to model how the pines caused the demise of the smaller plants below them. Provide umbrellas to each pair. Have one student stand with the umbrella, acting like a tall pine tree. The other student should remain sitting, acting as a smaller plant. Then turn off the light and ask the student with the umbrella to open it. Turn on the light. Elicit from them that plants need sunlight to grow and develop. Ask students to act out what happened to the smaller plants.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use their diagrams and the information from the book to write a persuasive letter to a government official explaining why a nearby forest needs to be preserved instead of cutting down the trees to build a new condominium. Tell students to include in their letter a possible solution to the problem of housing in the area that could avoid the destruction of the forest. 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** Lee las oraciones. Subraya la oración que represente personificación.

1. a. Los pinos dominaron el bosque.  
b. Los pinos crecieron más que los demás árboles.
2. a. La semilla de pino puede volar en el viento.  
b. La semilla de pino bate sus alas al volar.
3. a. Los animales se entusiasmaron porque podían hartarse.  
b. Los animales buscaron alimentos en el bosque.

- B** Completa las oraciones con la palabra correcta.

remoto

fértil

perennes

erosione

pastos

1. El bosque estaba en un lugar remoto y solitario.
2. Las hojas del pino son perennes.
3. El suelo fértil tiene muchos nutrientes.
4. Los pastos sirven de alimento a las vacas.
5. Los bosques evitan que la lluvia erosione la tierra.

- C** “Los bosque limpian el aire”. Busca en la página 29 del libro un sinónimo de la palabra *limpia*. Escribe una oración con esa palabra.

Purifica. Sentences will vary.

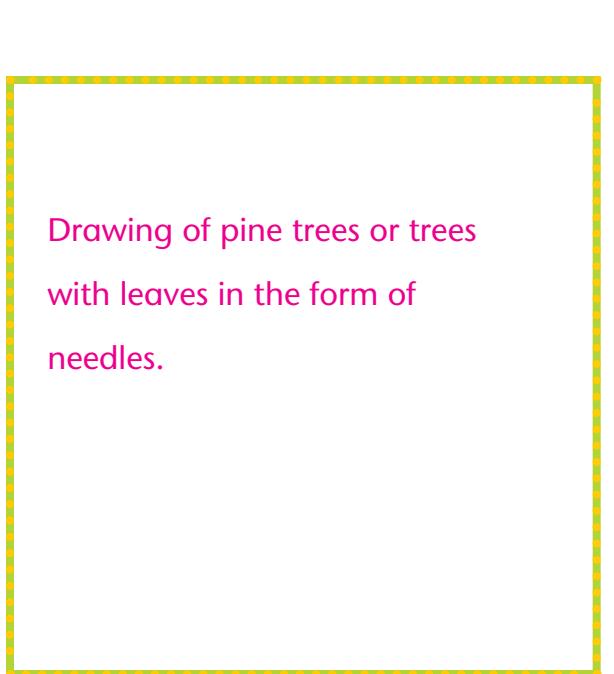


Nombre \_\_\_\_\_

## Comprensión lectora

### A Dibuja.

1. Bosque de coníferas



Drawing of pine trees or trees with leaves in the form of needles.

2. Bosque de árboles de hoja ancha



Drawing of oaks or any tree with leaves that are not needles.

### B Completa la tabla con la región de cada bosque.

Región	tipo de árbol
tibias o frías	coníferas
cálidas y tropicales	de hoja ancha

### C Lee la “Nota de la profesora”, páginas 28 y 29. Menciona tres ejemplos de beneficios que aportan los bosques. Escribe oraciones completas.

Possible answers: Los bosques purifican el aire. Los árboles producen oxígeno.

Los bosques reducen las posibilidades de inundaciones. Los bosques protegen los suelos. Los bosques proveen madera.



Nombre \_\_\_\_\_

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remoto

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1. El bosque estaba en un lugar \_\_\_\_\_ y solitario.
2. Las hojas del pino son \_\_\_\_\_.
3. El suelo \_\_\_\_\_ tiene muchos nutrientes.
4. Los \_\_\_\_\_ sirven de alimento a las vacas.
5. Los bosques evitan que la lluvia \_\_\_\_\_ la tierra.

- C** “Los bosques limpian el aire”. Busca en la página 29 del libro un sinónimo de la palabra *limpia*. Escribe una oración con esa palabra.
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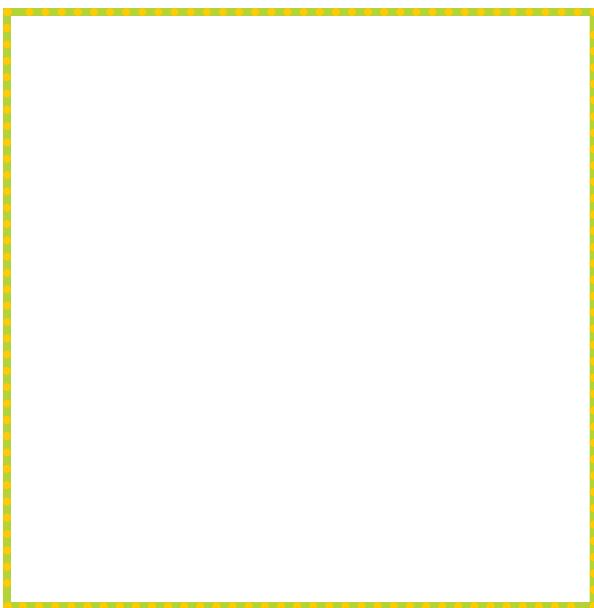


Nombre \_\_\_\_\_

## Comprensión lectora

### A Dibuja.

1. Bosque de coníferas



2. Bosque de árboles de hoja ancha



### B Completa la tabla con la región de cada bosque.

Región	tipo de árbol
	coníferas
	de hoja ancha

### C Lee la “Nota de la profesora”, páginas 28 y 29. Menciona tres ejemplos de beneficios que aportan los bosques. Escribe oraciones completas.

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