

## 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 F / Lexile Level 390L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Literary Text: Realistic Fiction

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Know and use various text features to locate key facts or information in a text.
- ➔ Identify the sequence of events in a story.
- ➔ Compare and contrast the most important points presented by two texts on the same topic.
- ➔ Use context clues to clarify word meanings.
- ➔ Identify and read abbreviations.
- ➔ Ask and answer questions about the text to deepen understanding.
- ➔ Write a simple paragraph comparing and contrasting information from two sources.
- ➔ Focus on a topic and strengthen writing as needed by revising and editing, with support from peers.

## MATERIALS

- ➔ graphics of the Food Pyramid or the newer My Plate (<http://www.choosemyplate.gov/en-espanol.html>)
- ➔ paper plates, crayons
- ➔ index cards or 8 pieces of 12" x 11" paper, cut into eighths
- ➔ *Diagrama de Venn, Inventario de palabras, Secuencia de sucesos, Tabla de dos columnas* (Graphic Organizers #6, #14, #28, and #30)\*

## SUMMARY

Mrs. Torres's class was planning a party, and the children wanted only junk food. When Mrs. Torres told them they could serve only healthy food, the children became confused. She showed them the Food Pyramid for Kids, and her students planned a healthy menu for the party, making Mrs. Torres proud of them.

## STANDARDS

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

**SLAR TEKS** 1.1.A, 2.2.G, 2.3.B, 2.3.B, 2.3.C, 2.4.A, 2.5B, 2.5.C, 2.9B, 2.10.A, 2.17.A, 2.17.B, 2.17.C, 2.17.E, 2.21.A.iii, 2.21.A.viii, 2.22.A, 2.22.E, 2.23.I, 2.28.A, 2.29.A, 2.30.A

**Science TEKS** 2.9.A

**Health TEKS** 2.1.C, 2.1.D

**NCSS** IV. Individual Development and Identity; V. Individuals, Groups, and Institutions; VIII. Science, Technology, and Society

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



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**aplaudió (aplaudir)** – *golpear las palmas de las manos en señal de aprobación* / to applaud; to clap

**chatarra** – *algo de poco valor* / junk

**diagrama** – *representación gráfica* / diagram

**organizando (organizar)** – *planear una actividad* / to organize, to plan

**orgullosa(o)** – *satisfecho por lo que hizo* / proud

**saludable** – *bueno para la salud* / healthy

**servir** – *traer o repartir alimentos o bebidas* / to serve

**tabla** – *lista de términos u otra información según un orden o una clasificación* / chart

### Advanced Vocabulary

**alimenticia(o)** – *que alimenta; que proporciona nutrientes* / nutritious

**calcio** – *metal nutritivo que nos ayuda a tener huesos fuertes* / calcium

**equilibrio** – *proporción; armonía entre las cosas* / balance

**grasas** – *sustancias que hay en las plantas o en los animales, que son resbaladizas y pegajosas* / fats

**limitarlos (limitar)** – *disminuir, bajar* / to limit

**pirámide** – *figura cuyas caras son triángulos que salen de una sola base y se unen en un punto* / pyramid

**proteína** – *sustancia fundamental de las células* / protein

**sana(o)** – *bueno para la salud* / healthy; good

## 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 and/or sketches to explain the meaning of a word.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *abreviatura, organización, secuencia*) and instruction words, such as *marca, completa, contesta*.
- Distribute the word inventory charts (Graphic Organizer #14). Tell students: *Los autores, a veces, usan palabras comunes de diferentes maneras. Vamos a ver qué tan bien conocen el vocabulario de este libro.* (Sometimes authors use common words in a new way. We're going to see how well you know the vocabulary words in this book.) Ask students to raise their hands to indicate how well they know the vocabulary words, using the categories on the organizer. Help students record their responses.
- Have students take turns explaining new vocabulary in their own words by having them say what the words mean and by giving examples of their own. Help students complete the definitions or provide support to figure out the appropriate definition of a multiple-meaning word in the context of the reading. For example, say: *En este libro, la palabra "tabla" se refiere a una lista de términos u otra información, según un orden o una clasificación.* (In this book, "table" refers to a list of terms or other information, according to an order or a classification.) Have students use a dictionary to find other definitions for the word *tabla*. Ask volunteers to present to the class their findings.
- Have students work in teams of three or four to make a set of vocabulary flash cards with the word on the front and a definition, antonym/synonym, and illustration on the back. Have students quiz each other with their flash cards.
- Tell students: *Ciertas palabras describen cosas. Estas palabras se llaman adjetivos.* (Certain words describe things. These words are called adjectives.) Have students identify the adjectives on the vocabulary list (*alimenticia, orgullosa, sana, and saludable*). ✓

## READING

### PRE-READING

- ▶ Read the title and author's name. Ask students: *¿De qué creen que trata este libro?* (What do you think this book is going to be about?) *¿Qué creen que es una fiesta saludable?* (What do you think a healthy party is?)
- ▶ Ask students to share what they know about organizing a party and healthy foods. Help students with guiding questions, such as: *¿Han ido alguna vez a una fiesta?* *¿Quién la organizó?* *¿Qué había para comer?* *¿Era comida saludable?* (Have you ever been to a party? Who organized it? What was there to eat? Was it healthy food?) Accept student answers and explain that parties take a lot of planning and preparation.
- ▶ Tell students they will read about a group of children who learn about the Food Pyramid as they plan a party.

### READING

- ▶ Read the text aloud to students. Then have students read aloud with you. Next, conduct a “popcorn reading” where a student volunteers to read first and reads a page or up to a reasonable limit, then chooses another student to continue reading where the previous student left off. Continue until the entire story has been read.
- ▶ Point to pages 4 and 5. Ask, *¿Cómo se ven los niños?* *¿Por qué?* *¿Cómo se ve la Sra. Torres?* *¿Por qué?* (How do the children look? Why? How does Mrs. Torres look? Why?) Discuss with students the meaning of the abbreviation *Sra.* (Mrs.) Elicit from students that *Sra.* is a shortened form of the word *señora*. Ask students if they know other Spanish abbreviations, such as *Sr.*, *Dr.*, *Dra.*
- ▶ Turn to pages 8 and 9. Point out the chart in the illustration: *¿Qué notan en la ilustración de esta página?* (What do you notice about the illustration on this page?) Explain to students that sometimes authors include factual information in their stories. Focus on the Food Pyramid in the illustration and ask: *De las comidas que querían los niños, ¿cuáles están en la pirámide?* (Out of the list of foods that the children wanted, which ones appear on the pyramid?)
- ▶ Show students page 11. Say: *Ahora, imagínense que están en la clase de la Sra. Torres. ¿Qué respuestas podrían dar?* (Now, imagine that you are in Mrs. Torres's class. What are some answers that you could give?)
- ▶ Give each student a question card based on the text on pages 13–17. For example: *¿A quién le gustan los plátanos?* (Who likes bananas?) *¿Qué va a traer Roy?* (What is Roy going to bring?) Have them read the questions on their cards. Say: *El texto ofrece respuestas a las preguntas. Escuchen mientras leo las páginas 13 a la 17 y levanten su tarjeta cuando oigan la respuesta a su pregunta.* (The text gives answers to the questions. Listen while I read pages 13 to 17 and raise your card when you hear the answer to your question.)
- ▶ Show students the illustrations on page 3, then turn to pages 14 and 15. Ask them to compare the two. Say: *Piensen en las dos ilustraciones. ¿En qué se parecen?* *¿En qué se diferencian?* (Think about the two illustrations. How are they alike? How are they different?) Explain to students: *Están practicando el proceso de comparar y contrastar, que es algo que hacen los buenos lectores para comprender mejor los textos.* (You are practicing the process of comparing and contrasting, which is something that good readers do to understand a text better.)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then 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: *¿Qué estaba organizando la clase?* (What was the class organizing?) *¿Qué querían comer los niños al principio?* (What did the children want to eat at the beginning?) *¿Qué les mostró la Sra. Torres?* (What did Mrs. Torres show them?)

### 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: *Explica qué es la comida chatarra.* (Explain what junk food is.) *¿Por qué crees que los niños estaban confundidos?* (Why do you think the children were confused?) *¿Por qué está orgullosa la Sra. Torres al final?* (Why is Mrs. Torres proud at the end?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to jot their reflections on sticky notes to place on the text.
- Ask these or similar comprehension questions: *¿Por qué la Sra. Torres insistió en servir solamente comida saludable en la fiesta?* (Why did Mrs. Torres insist on serving only healthy food at the party?) *Explica cómo el diagrama ayudó a los niños.* (Explain how the diagram helped the children.) *¿Te parece justo que la Sra. Torres dijera a los niños lo que podían comer en la fiesta? ¿Por qué?* (Do you think it's fair that Mrs. Torres told the children what they could eat at the party? Why?)

## POST-READING

- ▶ Tell students: *Los sucesos de un cuento ocurren en una secuencia: lo que sucede al principio, en el medio y al final. En Una fiesta saludable, ¿qué pasó al principio? ¿Qué pasó después? ¿Y al final?* (The events in a story happen in a sequence: what happens at the beginning, in the middle, and at the end. In *Una fiesta saludable*, what happens at the beginning? What happens next? At the end?)
- ▶ To reinforce the concept of story sequence and to check comprehension, have students work in pairs to complete the sequence of events chart (Graphic Organizer #28). ✓
- ▶ Divide the class into small groups. Have groups outline the steps they would need to take to organize their own *fiesta saludable*. Encourage students to use the Food Pyramid to choose the food they would serve at their event. Invite the different groups to present their plans to their classmates.



## ▶ CONNECTION WITH CONTENT AREAS: SCIENCE

- ▶ Have students complete a Venn diagram (Graphic Organizer #6), comparing the *Mi pirámide* chart on pages 8 and 9 of the book with the *Mi plato* diagram from the U.S. Department of Agriculture website ([http://www.choosemyplate.gov/downloads/mini\\_poster\\_spanish\\_final.pdf](http://www.choosemyplate.gov/downloads/mini_poster_spanish_final.pdf)).
- ▶ Show students either *Mi pirámide para niños* or *Mi plato*. Review the diagram with them, asking students to identify their favorite foods from each group. Distribute paper plates, and tell them: *Ahora van a dibujar una comida saludable usando el diagrama como guía.* (Now you are going to draw a healthy meal using the diagram as a guide.) Create a bulletin board displaying everyone's healthy meals.

## ▶ WRITING

Have students review the Venn diagram they prepared comparing the Food Pyramid with My Plate diagrams. Show them the publication dates for each and explain that writers revise their work to help their readers understand it better. Tell them that they are going to use the information on the Venn diagram to write a paragraph comparing the Food Pyramid and My Plate. After they have written their first draft, have them read it to a partner using the following protocol: *El autor le lee su párrafo a un compañero. El compañero responde primero con un elogio; luego, hace una pregunta sobre algo que no esté claro. El autor hace los cambios necesarios para aclarar su mensaje.* (The author reads his/her paragraph to a partner. The partner responds first with a compliment; then, asks a question about something that may not be clear. The author makes any necessary changes to make his/her message clear.) ✓



### 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** Marca con una X las palabras que son adjetivos.

1.   X   alimenticia

2. \_\_\_\_\_ aplaudir

3. \_\_\_\_\_ calcio

4.   X   sana

5.   X   saludable

**B** Escribe una oración que describa algo que te ha hecho sentir orgulloso/orgullosa. Luego, ilustra tu oración.

*Answers will vary.*

\_\_\_\_\_

\_\_\_\_\_



Nombre \_\_\_\_\_

## Comprensión lectora

### A Escoge las frases que completan las oraciones.

1. La clase de la Sra. Torres organizaba \_\_\_\_\_  
una fiesta. ✓ un paseo.
2. Los niños no comprendían \_\_\_\_\_  
lo que es una tabla. lo que es comida saludable. ✓
3. El diagrama mostraba \_\_\_\_\_  
una canción. la comida saludable. ✓

### B Contesta.

1. ¿Qué problema tiene la Sra. Torres?

Possible answer: Los niños no saben qué es la comida saludable.

2. Nombra cuatro de los grupos alimenticios.

Possible answers: cereales, frutas, verduras, leche, carne y frijoles

3. ¿Cuáles son los tres sucesos más importantes de este cuento?  
Escríbelos en el orden en que sucedieron.

1. Possible answer: Los niños quieren organizar una fiesta con comida chatarra.

2. Possible answer: La maestra les explica lo que es comida saludable.

3. Possible answer: Los niños organizan la fiesta con comida saludable.



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\_\_\_\_\_

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\_\_\_\_\_