



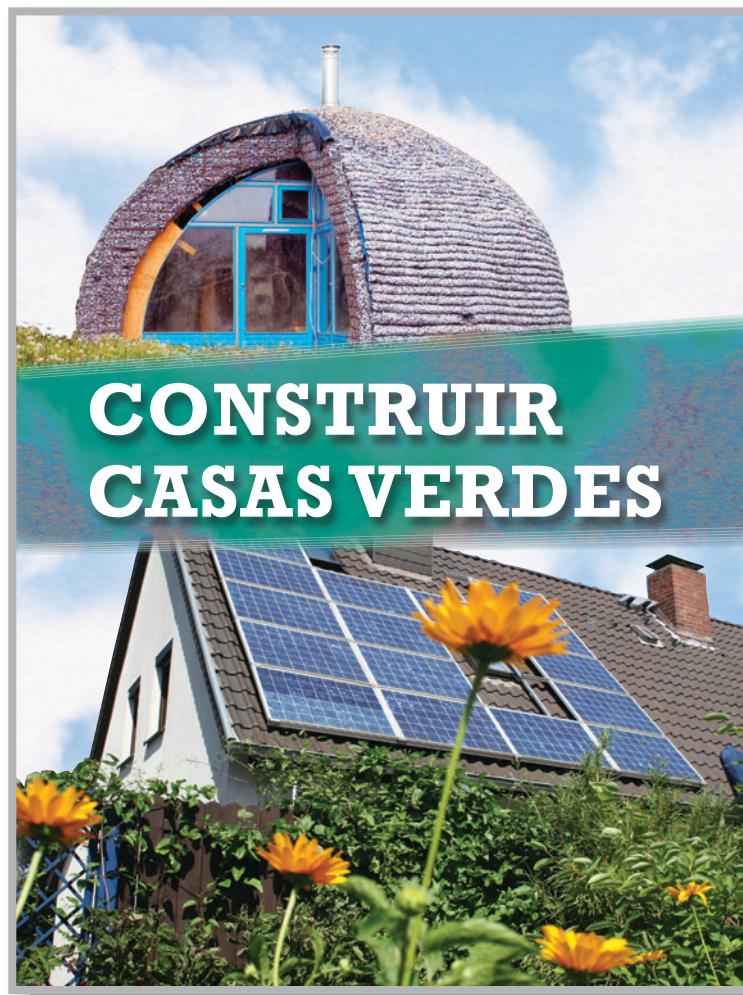
GRADE 3

## 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 S / Lexile Level 775L

### 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 a book.
- Set a purpose for reading.
- Use text and graphic features to clarify comprehension.
- Identify formal and informal language.
- Understand and explain an author's word choices.

- Use word structure and context clues to identify the meaning of unfamiliar words.
- Identify homophones to clarify meaning.
- Give a persuasive presentation.
- Connect ideas in the text and real-life situations.
- Write a persuasive essay.

## MATERIALS

- *Tabla de tres columnas*  
(Graphic Organizer #31)\*
- construction paper
- paper, pencils, crayons, markers,  
glue stick, scissors
- sets of building blocks or craft materials  
(clay, sticks, pipe cleaners, etc.)

## SUMMARY

Humans have been building houses for more than 10,000 years, and even though the designs have changed, the main purpose of houses remains the same: to shelter us from the elements. However, in building and maintaining a house, the majority of people use non-renewable resources, and this puts a strain on our environment. This book presents three types of green houses that aim to preserve natural resources and conserve energy.

## STANDARDS

**SLAR CCSS** RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.7, RI 3.8, RI 3.10, RF 3.3.a, RF 3.3.c, RF 3.4.a, RF 3.4.c, W 3.1, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4.b, L 3.6

**SLAR TEKS** 3.1.E, 3.1.I, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.A, 3.4.C, 3.11.A, 3.12.A, 3.13.A, 3.13.D, 3.14.A, 3.17.B, 3.17.C, 3.17.D, 3.17.E, 3.21.A, 3.22.C, 3.23.C, 3.23.D, 3.24.A, 3.24.D, 3.24.E, 3.24.K, 3.25.B, 3.26.A.i, 3.26.A.i, 3.26.B, 3.26.D, 3.26.E, 3.27.A, 3.28.A, 3.29.A, 3.30.A, 3.31.A

**Science TEKS** 3.5.B, 3.6.A, 3.8.A

**NGSS** 3-ESS2-1, 3-ESS3-1, 3-5-ETS1-1

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



## VOCABULARY

INSTRUCTIONAL FOCUS:  
Academic Vocabulary

- apto(a)** – *adecuado, apropiado / suitable*
- autónomo(a)** – *independiente, que se vale por sí mismo / self-sufficient*
- calcinado(a)** – *quemado / burned*
- emitir** – *echar algo hacia afuera / to emit*
- generar** – *producir / to generate*
- impermeable** – *que el agua no lo puede penetrar / waterproof*
- inhalar** – *respirar un gas u otras sustancias / to breathe in*
- obstruir** – *impedir el paso, taponar / to obstruct*
- perjudicial** – *dañino / harmful*
- residuo** – *desperdicio, desecho / waste*

## Advanced Vocabulary

- aislamiento** – *material o sistema que impide que pase el calor o el frío / insulation*
- armazón** – *estructura que sostiene a una casa / frame*
- cimiento** – *base sobre la que se apoya una casa / foundation*
- compuesto** – *sustancia formada por dos o más elementos / compound*
- hermético(a)** – *que no permite el paso del aire ni del agua / airtight*
- irradiar** – *emitir luz o energía / to irradiate*
- tala** – *corte de árboles / tree felling*
- volátil** – *que se convierte en vapor fácilmente / volatile*

## 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.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *homófono*, *lenguaje formal*, *lenguaje informal*, *prefijo*) and instruction words, such as *apoya*, *describe*, *presenta*.
- ▶ Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Have students compare and contrast their definitions with the class.
- ▶ Remind students that analyzing context clues will help them figure out the meaning of words. Sometimes the author provides examples, definitions, explanations, or synonyms to clarify the meaning. For example: “*materiales no tóxicos, que no dañan a las personas*” (p. 4); “*regenerada o reutilizada*” (p. 32). Have students use the context clues provided by the author to explain the meaning of these terms: *agotarse* (p. 44), *agua gris* (p. 40), *aguas negras* (p. 41), *comprimir* (p. 19), *desalinización* (p. 39).
- ▶ Point out the prefix *im-* (negation) in *impermeable* and explain how the knowledge of prefixes helps determine the meaning of a word. Clarify that *i-* and *in-* are other spellings for the prefix *im-*. Then introduce the prefixes *des-* (opposite) and *re-* (repetition). Next, have students determine the meaning of *descarga* (unloading) on page 43, *deshacerse* (get rid of) on page 12, *ilimitado* (unlimited) on page 38, *inusual* (unusual) on page 20, *redescubrir* (to rediscover) on page 15, *redirigir* (redirect) on page 41, and *reutilizar* (to reuse) on page 10. Ask students to write sentences with these words.
- ▶ Explain that words that are pronounced the same, but that differ in meaning and spelling, are called homophones (*homófonos*). Point out these homophones: *casa* (house) on page 4 and *caza* (she/he hunts); *desecho* (waste) on page 13 and *deshecho* (undone); *echa* (to pour) on page 20 and *hecha* (made of) on page 12; *reusar* (reuse) on page 40 and *rehusar* (to refuse); *tubo* (pipe) on page 42 and *tuvo* (she/he had).
- ▶ Play a game of vocabulary bingo with students. Prepare bingo cards with the words on the vocabulary list. Students win by matching the definitions given by you to the vocabulary words on their bingo card.

## ► READING

### PRE-READING

- ▶ Discuss with students different types of houses and the materials used in building them. Ask: *¿Qué tipos de casas hay en nuestra comunidad?* (What types of houses are there in our community?) *¿Qué otros tipos de casas han visto o conocen?* (What other types of houses have you seen or do you know about?) *¿Cuáles son algunos de los materiales que se usan para fabricar casas?* (What are some of the materials we use to build houses?)
- ▶ Read the title and the author's name. Then have students view the illustrations and read the table of contents. Ask students to infer and predict the theme and genre of the book. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Familiarize students with the text and graphic features of this book (e.g., use of boldface, diagrams, picture labels, photo captions, the *¿Sabías que...?* feature). Point out that words in bold are defined in a glossary on pages 46–47. Explain that in an informational text, the author gives many facts to support the information. Elicit that the text and graphic features of this book will help them comprehend the information.
- ▶ Do a read-aloud of pages 4–13 to familiarize students with the topic of this book and to model pronunciation and intonation. Read through the text the first time for flow. After a second reading, ask: *¿Por qué es importante el aislamiento en una casa?* (Why is insulation important in a house?) *Mencionen dos diferencias entre una casa convencional y una casa verde.* (Mention two differences between a regular house and a green house.) *¿Cómo ayudan las casas verdes al planeta?* (How do green houses help the planet?) *¿Cuáles son algunas de las cosas que podemos hacer nosotros para llevar "una vida verde"?* (What are some of the things we can do to lead "a green life")?
- ▶ Have students read the four remaining chapters in pairs. Partners should take turns reading to one another, while the listener follows along in the text. The reader can ask the listener for help with a difficult passage or unknown words. After they finish reading each chapter, have a group discussion to verify students' comprehension and clarify any questions they might have. Ask students: *¿Cuáles son las características principales de cada tipo de casa?* (What are the main characteristics of each type of house?) *¿Cuáles son las ventajas de ese material de construcción?* (What are the advantages of that building material?) *¿Cuáles son las desventajas?* (What are the disadvantages?) *Mencionen tres cosas que podemos hacer para conservar los recursos naturales.* (Mention three things we can do to conserve natural resources.)
- ▶ In order to help students organize the information, provide them with three-column charts (Graphic Organizer #31) and ask them to label the columns *Casas de tierra*, *Casas de paja*, *Casas de madera*. As they read, ask students to fill in their charts, listing the main characteristics of each type of house and some advantages and disadvantages of each building material, and an example for each house. Encourage them to illustrate their charts. Finally, have students discuss their charts in small groups.

#### 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.
- Allow students to answer with short phrases or incomplete sentences.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Dónde es más adecuado construir casas de adobe: en climas secos o lluviosos?* (Where is it more appropriate to build adobe houses: in dry or rainy climates?) *¿Por qué son importantes los árboles?* (Why are trees important?) *Menciona dos maneras de ahorrar agua.* (Mention two ways of conserving water.)

### At-level Students

- Read the text aloud with students. Then have students read the text with a partner.
- Encourage students to make inferences and predictions based on the text, using short sentences.
- Ask questions such as: *¿Por qué es importante planificar cuidadosamente la ubicación de una casa?* (Why is it important to plan the location of a house carefully?) *¿Cómo podría ser sostenible una casa de madera?* (How could a wood house be sustainable?) *¿Por qué es necesario conservar los recursos naturales?* *¿Qué podría pasar si el ser humano no los conserva?* (Why is it necessary to conserve natural resources? What might happen if humans do not conserve them?)

### Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to analyze and evaluate the text, using complete and elaborate answers.
- Ask questions such as: *Analiza las ventajas y desventajas de las casas de madera.* *¿Crees que es un buen material de construcción?* *Usa el texto para apoyar tu opinión.* (Analyze the advantages and disadvantages of wood houses. Do you think wood is a good building material? Use the text to support your opinion.) *¿Qué energía limpia te parece más adecuada para la zona donde vives?* *¿Por qué?* (Which form of clean energy do you think is more appropriate for your area? Why?)

## POST-READING

- ▶ Explain that the context influences an author's use of language. Discuss with students that this is an informational text and the context is formal. Therefore, the author uses formal language, which is characterized by precise terms. For example: *"Inhalar vapores de pintura puede ser perjudicial"* (p. 6). Contrast this sentence with a more informal one: *Aspirar vapores de pintura puede ser malo.* Explain that to talk to friends and family, we use a more informal language. Ask: *¿Es este lenguaje formal o informal?* *"Las leyes estatales sobre sismos exigen que las casas sean reforzadas para evitar el colapso del techo"* (p. 25)? *¿Cómo lo dirían de una manera más informal?* (Is this language formal or informal: State earthquake laws require that houses be reinforced so that the roof does not collapse. How would you say this in a more informal way?)
- ▶ Remind students that the author chose her words carefully. Ask students to think of a more informal and less precise term for each of these words: *apta* (p. 39), *impermeable* (p. 26), *instalar* (p. 44), *obstruye* (p. 33), *perjudicial* (p. 47), *residuos* (p. 13), *talar* (p. 33). Possible answers include *buena, a prueba de agua, poner, tapona, malo, basura, cortar.* Then have students explain why the author's word choices work best in each case. ✓
- ▶ Revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) from the Pre-Reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Cuál es el mensaje o idea principal del libro?* (What is the book's main message or idea?)



## ► CONNECTION WITH CONTENT AREAS: SCIENCE, ART

**INSTRUCTIONAL FOCUS:**  
Building Knowledge in the Content Areas



- ▶ Have students work with a classmate to create a poster with eight recommendations for conserving energy and water. First, have pairs think about the type of energy and amount of water they normally use. Next, have students brainstorm ways in which they can conserve these resources. Then have them list their recommendations and add appropriate images to their posters. They can use cutouts from old magazines, images from the Internet, or draw their own illustrations. Invite students to present their finished posters to the class and make a plea to their classmates to follow their recommendations. You may wish to exhibit the posters in the classroom or around the school. 
- ▶ Ask students to keep a journal of their daily routines for one week. Tell them to record their activities, products they use, trips they take, etc. Then have students use the information in their journals to determine the type of energy and resources they are using on a daily basis (e.g., electricity, water, gas or oil, wood). Finally, have students reflect on ways in which they could conserve resources by modifying some of their routines and/or their product usage. Invite students to share their reflections with their classmates.
- ▶ Distribute a set of building blocks and have students work collaboratively to build a green house. First, they should decide on the type of house they are going to build. Next, ask students to brainstorm the main characteristics of this type of house, environmental advantages, and suitable locations. Give groups a time limit to complete their projects, and have them present them to the class.

## ► WRITING

**INSTRUCTIONAL FOCUS:**  
Writing from Sources / Research Strand



Have students write a persuasive essay to convince their school's administrators to adopt measures for conserving water and electricity in school. In addition to using their charts, posters, and the book, have students research the sources of the energy and water used in their school. Encourage students to conduct interviews with the appropriate people in their school to get this information. As they gather information from different sources, have students assess its usefulness as a convincing piece of evidence. Remind them to provide a list of sources at the end of their essays. This is a multi-step writing assignment. Students should first create an outline and then write a first draft, which they will submit for peer review. Guide and assist students through the writing process. As they revise and edit their work, have students pay attention to the conventions of Spanish grammar and punctuation. Encourage students to publish their essays in school. 



### 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 la palabra con su significado.

- |                |                |
|----------------|----------------|
| 1. apto        | a. dañino      |
| 2. generar     | b. adecuado    |
| 3. perjudicial | c. desperdicio |
| 4. inhalar     | d. producir    |
| 5. residuo     | e. aspirar     |

### B Encierra en un círculo el homófono correcto.

1. La casa ecológica fue echa /hecha para ahorrar energía.
2. Las lombrices convierten los deshechos /desechos en abono.
3. Los barriles de lluvia se conectan a un tubo / tuvo por donde sale el agua.
4. Rehusar /reusar materiales es una forma de conservar nuestro ambiente.
5. La casa /caza de animales puede afectar al medio ambiente.

### C Forma palabras con el prefijo adecuado y escribe la definición.

i–      re–      in–      des–      im–

1. im permeable: que no le penetra el agua
2. des componer: romper, deshacer
3. re utilizar: volver a utilizar
4. i limitado: que no tiene límite
5. in usual: no usual



Nombre \_\_\_\_\_

## Comprensión lectora

### A Clasifica estas acciones.

- usar duchas de bajo flujo
- talar los bosques
- reciclar
- construir casas convencionales
- usar productos biodegradables
- usar combustibles fósiles
- regar con aguas grises

#### POSITIVAS PARA EL MEDIO AMBIENTE

- usar duchas de bajo flujo  
 usar productos biodegradables  
 reciclar  
 regar con aguas grises

#### NEGATIVAS PARA EL MEDIO AMBIENTE

- talar los árboles  
 usar combustibles fósiles  
 construir casas convencionales

### B Completa esta ficha.

#### CASAS DE PAJA

Características: Possible answers: hechas de pacas de paja, paredes gruesas y recubiertas con yeso, cimientos de hormigón

Ventajas: Possible answers: calientes y secas en el invierno, seguras, silenciosas, diseños creativos, duraderas, aguantan bien los terremotos

### C Completa estas oraciones con la palabra correcta del recuadro.

Después marca con una X si se usa lenguaje formal (F) o informal (I).

apta      irradia      cortar

F      I

1. La roca irradia calor cuando el sol se oculta.
2. No es bueno cortar los árboles del bosque.
3. El agua potable es apta para el consumo humano.



Nombre \_\_\_\_\_

## Vocabulario

### A Une la palabra con su significado.

- |                |                |
|----------------|----------------|
| 1. apto        | a. dañino      |
| 2. generar     | b. adecuado    |
| 3. perjudicial | c. desperdicio |
| 4. inhalar     | d. producir    |
| 5. residuo     | e. aspirar     |

### B Encierra en un círculo el homófono correcto.

1. La casa ecológica fue echa / hecha para ahorrar energía.
2. Las lombrices convierten los deshechos / desechos en abono.
3. Los barriles de lluvia se conectan a un tubo / tuvo por donde sale el agua.
4. Rehusar / reusar materiales es una forma de conservar nuestro ambiente.
5. La casa / caza de animales puede afectar al medio ambiente.

### C Forma palabras con el prefijo adecuado y escribe la definición.

i–      re–      in–      des–      im–

1. \_\_\_\_\_ permeable: \_\_\_\_\_
2. \_\_\_\_\_ componer: \_\_\_\_\_
3. \_\_\_\_\_ utilizar: \_\_\_\_\_
4. \_\_\_\_\_ limitado: \_\_\_\_\_
5. \_\_\_\_\_ usual: \_\_\_\_\_



Nombre \_\_\_\_\_

## Comprensión lectora

### A Clasifica estas acciones.

- usar duchas de bajo flujo
- talar los bosques
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- construir casas convencionales
- usar productos biodegradables
- usar combustibles fósiles
- regar con aguas grises

#### POSITIVAS PARA EL MEDIO AMBIENTE

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#### NEGATIVAS PARA EL MEDIO AMBIENTE

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### B Completa esta ficha.

#### CASAS DE PAJA

Características: \_\_\_\_\_

Ventajas: \_\_\_\_\_

### C Completa estas oraciones con la palabra correcta del recuadro.

Después marca con una X si se usa lenguaje formal (F) o informal (I).

apta      irradia      cortar

F      I

1. La roca \_\_\_\_\_ calor cuando el sol se oculta.

2. No es bueno \_\_\_\_\_ los árboles del bosque.

3. El agua potable es \_\_\_\_\_ para el consumo humano.