



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 P / Lexile Level 730L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ➡ Infer and predict the topic of the book.
- ➡ Identify the author's purpose.
- ➡ Connect ideas in the text and real-life situations and share a personal experience.
- ➡ Use context clues to clarify the meaning of words.
- ➡ Describe key ideas and details to aid comprehension.
- ➡ Explain word roots to deepen vocabulary understanding.

- ➡ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
- ➡ Recall information to analyze cause and effect.
- ➡ Ask and answer questions about the topic to deepen understanding.
- ➡ Write a compare-and-contrast paragraph.

MATERIALS

- ➡ *Causa y efecto, Comparación y contraste, El buscalotodo de una palabra*
(Graphic Organizers #4, #5, and #8)*
- ➡ flash cards

- ➡ index cards, paper, pencils, and crayons
- ➡ cotton balls, beans (black, brown, or white), water

SUMMARY

Can you believe that our society is the product of a seed? This book tells how everything changed when human beings discovered that they could sow seeds to produce plants at will. Through the history of agriculture, we can see how human society was formed and how it evolved into the society we know now.

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 3.9, RI 3.10, RF 3.3, RF 3.4, W 3.2, W 3.4, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6, L 3.1, L 3.4, L 3.5, L 3.6

SLAR TEKS 3.1.F, 3.1.H, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.B, 3.5.A, 3.8.A, 3.8.B, 3.10.A, 3.11.A, 3.12.A, 3.13.B, 3.13.C, 3.13.D, 3.14.A, 3.15.A, 3.15.B, 3.17.B, 3.18.A, 3.20.A, 3.20.C, 3.22.A, 3.26.B, 3.24.C, 3.24.D, 3.27.A, 3.31.A

Social Studies TEKS 3.2.A, 3.3.A–C

NGSS 3-LS4-1, 3-LS4-3

NCSS II. Time, Continuity, and Change; III. People, Places, and Environments; V. Individuals, Groups, and Institutions; VII. Production, Distribution, and Consumption; VIII. Science, Technology, and Society

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



VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

abarcar – *incluir / to include*

allanar – *poner llana o plana una superficie / to flatten*

arduo(a) – *muy difícil / difficult*

asimismo – *también, de igual forma / also, as well*

choza – *cabaña hecha con estacas y cubierta de ramas y paja / hut*

gruta – *cueva entre rocas, caverna / cave*

herramienta – *objeto que se usa para trabajar o para hacer algo / tool*

semilla – *parte del fruto de la que nace una nueva planta / seed*

tallar – *dar forma a un material duro cortando o quitando trozos / to carve*

tumba – *lugar donde se entierran los muertos / tomb*

Advanced Vocabulary

cavernícola – *persona que vive en cavernas / caveman/cavewoman*

deambular – *andar sin dirección fija / to wander*

domesticar – *hacer que un animal salvaje se vuelva manso y pueda vivir con las personas / to tame, to domesticate*

mano de obra – *personas que realizan un trabajo / workforce*

nómada – *persona que no vive en un lugar fijo / nomad*

restos fósiles – *restos de animales, plantas o personas que vivieron hace muchos años y se han convertido en piedra / fossilized remains*

trueque – *acción de cambiar una cosa por otra, intercambio / barter, exchange*

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*, *raíz compuesta*) and instruction words, such as *clasifica*, *organiza*, *observa*, *menciona*, *describe*, *explica*.
- Ask students to explain what each word means in their own words. To assist students, have them describe pictures that appear in the text. For example, explain the word "exhausted" by pointing to the people on pages 10–11, and then say: *La palabra "exhaustos" quiere decir "muy cansados, sin fuerzas", la ilustración ayuda a deducir su significado.* (The word "exhausted" means "very tired, without physical energy." The illustration helps you figure out its meaning.) Then have students decode other vocabulary words using context clues in the book (*restos fósiles* and *gruta*, p. 11; *trituradora*, p. 17).
- Tell students that the root is the base word—the part of the word that carries the most significance or meaning. Say: *La palabra "cavernícola" se deriva de la palabra caverna.* (The word caveman comes from the word cavern.) Tell students that looking at the root of a word will prompt them to think of related words that may help them clarify the meaning. Have students use the word cluster chart (Graphic Organizer #8) to look in the text for words related to *humano*, *granja*, *triturar*, *poblar*, *sembrar*, *domesticar*, *cáscara* (*humanidad*, p. 2; *granjero*, p. 21; *trituradora*, p. 17; *pobladores*, p. 19; *sembradío*, p. 8; *doméstico*, p. 19; and *cascarilla*, p. 17).
- Remind students that synonyms are words that have very similar meanings. Have students look in the text for synonyms of the following vocabulary words: *gruta* (*cueva*, p. 8; *cavernas*, p. 13); *chozas* (*casas*, p. 25); *asimismo* (*también*, p. 15); *trueque* (*cambiar*, p. 30).

► READING

PRE-READING

- ▶ Explain that agriculture is the main source of food for people in our planet. Then elicit from students why it is so important. Ask: *¿Qué pasaría si no cultiváramos plantas?* (What would happen if we didn't grow plants?) *Da tres ejemplos de los beneficios de la agricultura.* (Give three examples of the benefits of agriculture.)
- ▶ Read the title of the book aloud. Have students view the illustrations and help students "read" the illustrations. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Con qué propósito crees 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.
- ▶ Tell students they will learn about the importance of agriculture, its origins, development, and how it changed humanity forever.

READING

- ▶ Explain to students that the author's purpose in an informational text is always to inform or give facts. Sometimes authors also give opinions in their articles and books. In this book the author supports her opinions with facts.
- ▶ Divide the class into small groups. Have students take turns reading the text in their group. Assign specific questions for students to locate the answers to and report on as a group.
- ▶ Read pages 2–7 aloud and have students read along with you. Then ask: *¿De qué vivía la gente en el Paleolítico?* (What did people live on during the Paleolithic era?) *¿Con quiénes vivían los seres humanos?* (With whom did humans live?)
- ▶ Assist and support students as they read the text. Pause at different intervals and have students discuss text details and captions, paraphrase or summarize a paragraph, identify text evidence, and state an opinion. Ask these or similar questions to monitor students' progress as they read:
Observa las herramientas en la parte de abajo de la página 8. ¿De qué material están hechas? ¿Para qué se usaban? (Observe the tools at the bottom of page 8. What are they made of? What were they used for?) *¿Has usado alguna vez una herramienta? ¿Cuál?* (Have you ever used a tool? Which one?)
¿Qué hacían los cavernícolas para poder comer? (What did the cavemen do to eat?) *Da tres ejemplos de actividades que hacía la gente para sobrevivir en el Neolítico.* (Give three examples of activities people did to survive during the Neolithic era.) *¿Cómo sembraba y cosechaba el hombre primitivo?* (How did primitive people plant and harvest?) *¿Por qué crees que la humanidad pasó por diferentes edades?* (Why do you think that humanity went through different eras?)
- ▶ Explain to students that this text contains many facts on how agriculture changed humanity. 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 which is open to debate. Have students prepare a list of the different facts presented by the author in the text. Monitor students' work and assist them as necessary. Once they have finished, have students read their facts to the class. Ask the class if they agree or disagree with the facts presented by their classmates. Have the class explain their agreement or disagreement.

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 students look at page 17 and ask these or similar questions: *¿Qué hacen las personas en la parte superior de la ilustración?* (What are the people at the top of the illustration doing?) *¿Dónde vivían los cavernícolas?* (Where did the cavemen live?)

At-level Students

- Read the text aloud with students. Then have students read the text with a partner.
- Allow students to think and draw their own conclusions.
- Ask these or similar questions: *¿Por qué crees que los cavernícolas no tenían casas acogedoras?* (Why do you think cavemen didn't have nice homes?) *¿Por qué crees que los seres humanos prefieren vivir juntos?* (Why do you think that human beings prefer to live together?)

Above-level Students

- Read the text aloud with students. Then have students read the text independently.
- Allow students to elaborate in their answers and to be creative. Ask these or similar questions: *¿Qué hubiera pasado si el hombre no hubiera descubierto la agricultura?* (What would have happened if people hadn't discovered agriculture?) *Lee en voz alta la página 22 del libro. ¿Por qué crees que hicieron falta los códigos legislativos en ese periodo?* (Read page 22 aloud. Why do you think that codes of law were needed in that period?)

Post-Reading

- ▶ Explain to students that authors write books with a purpose in mind. It can be to convey an idea, to inform, or simply to entertain the reader. Reread the text aloud and help students identify the author's purpose. Ask: *¿Estás de acuerdo con la autora en que una semilla cambió la humanidad? ¿Por qué?* (Do you agree with the author that a seed changed humankind? Why?)
- ▶ Distribute the compare and contrast chart (Graphic Organizer #5). Have students compare and contrast one of the ages or eras described in the book and our modern age. Ask them to reread the pages associated with the era they chose. Explain that for each era, the organizer must include the way people lived, transportation, food production, and types of tools people used. ✓
- ▶ Tell students that now you are going to check if their predictions were correct. Read their predictions about the theme and author's purpose. Have volunteers explain why each prediction was correct, incorrect, or partially correct. ✓



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES, SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have students work in pairs to create a cause and effect chart (Graphic Organizer #4). Explain that in the first column they should write a cause and in the second column, the effect. Give the following example of cause and effect: *Una causa es la falta de alimentos y un efecto es que los cavernícolas deambulaban sin fin para buscar alimentos.* (A cause is the lack of food and the effect is that cavemen would wander about looking for food.) Ask students to use complete sentences and to use social studies vocabulary, such as *cultivar, desarrollar, especializar, siembra, social*, etc. Ask pairs to present their charts to the class. 
- ▶ Have the class discuss what they learned in the book about the history of agriculture. Encourage students to explain why it is important to improve agricultural methods and techniques, and have them describe the ways humans interact with nature. Ask students to share what they learned with their family members.
- ▶ Tell students they are going to grow beans. Distribute the cotton balls, beans, and water to the students. Have students moisten the cotton ball and then place the beans on it, covering the beans a little bit with the cotton. Ask: *¿Por qué debemos poner el frijol al sol por lo menos una hora al día?* (Why do we need to put the bean under the sunlight at least one hour a day?) Elicit from students that plants need sunlight to sprout. Remind students that in wintertime you need to use other sources of heat and light, like a lamp. Encourage students to use a plant growth chart to record their observations as the bean plants grow.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use their compare and contrast charts and the information from the book to write a compare and contrast paragraph explaining how people lived in that era in comparison to our modern era. Ask students to include information on how they would solve the current problem of world famine, for example, in Africa. 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. Ask volunteers to read their writing to the class. 



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. allanar | a. cueva |
| 2. ardua | b. intercambio |
| 3. gruta | c. muy difícil |
| 4. trueque | d. aplanar |

B Completa las oraciones con la palabra o frase correcta.

restos fósiles nómada hallazgos Paleolítico

1. Los pueblos nómadas viajan de un lugar a otro.
2. De los dinosaurios solo quedan los restos fósiles.
3. En el Paleolítico no se cultivaban plantas.
4. Excavando en la arena hice tres hallazgos: un auto de plástico, una canica y un anillo.

C Escribe palabras derivadas de las siguientes raíces. Usa el texto del libro y un diccionario.

1. cazar cazaban, cazador, cacería
2. poblar pobladores, población
3. sembrar sembraban, sembradíos
4. cultivar cultivo, cultivador
5. domesticar doméstico, domesticado, domesticable
6. deambular deambulaban, deambulación



Nombre _____

Comprensión lectora

- A** Escribe sobre estas dos edades en la historia de la humanidad.

1. El Neolítico

Empezó hace 2.5 millones de años y terminó
hace 10 mil años; tallaban y usaban
herramientas y armas, cultivaban la tierra
y vivían en un solo lugar, usaban vasijas.

2. Edad de los metales

Empezó hace 7 mil años y duró hasta
la aparición de la escritura; usaban
herramientas y armas de metal,
usaban adornos y vivían en granjas.

- B** Observa las ilustraciones de las páginas 24 y 25. Escribe las labores que realizan las personas.

Construir casas, trabajar la tierra, pintar, inventar cosas nuevas, bailar, pescar,
enseñar, tejer.

- C** Escribe dos oraciones para explicar por qué esas labores que realizaban las personas aún se hacen.

Answers will vary, but should include: Las personas necesitan casas, alimentos y ropa para poder vivir.

- D** Completa la tabla explicando dónde vivían las personas de cada era.

Era	Vivienda
Paleolítico	nómadas, vivían en cuevas y al aire libre
Neolítico	vivían en un solo lugar, vivían en chozas
Edad de los metales	vivían en aldeas y pueblos, en casas y granjas

- E** Resume la información más relevante de este libro. Menciona por lo menos 4 datos.

Answers will vary, but summaries must include facts from the text.



Nombre _____

Vocabulario

A Une.

- | | |
|------------|----------------|
| 1. allanar | a. cueva |
| 2. ardua | b. intercambio |
| 3. gruta | c. muy difícil |
| 4. trueque | d. aplanar |

B Completa las oraciones con la palabra o frase correcta.

restos fósiles nómada hallazgos Paleolítico

1. Los pueblos _____ viajan de un lugar a otro.
2. De los dinosaurios solo quedan los _____.
3. En el _____ no se cultivaban plantas.
4. Excavando en la arena hice tres _____: un auto de plástico, una canica y un anillo.

C Escribe palabras derivadas de las siguientes raíces. Usa el texto del libro y un diccionario.

1. cazar _____
2. poblar _____
3. sembrar _____
4. cultivar _____
5. domesticar _____
6. deambular _____



Nombre _____

Comprensión lectora

- A** Escribe sobre estas dos edades en la historia de la humanidad.

1. El Neolítico

2. Edad de los metales

- B** Observa las ilustraciones de las páginas 24 y 25. Escribe las labores que realizan las personas.

- C** Escribe dos oraciones para explicar por qué esas labores que realizaban las personas aún se hacen.

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Era	Vivienda
Paleolítico	
Neolítico	
Edad de los metales	

- E** Resume la información más relevante de este libro. Menciona por lo menos 4 datos.
