



Lesson Plan and Activities

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

El Abecé Visual de las grandes construcciones

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COMPLEXITY

F&P Guided Reading Level U / Lexile Level 1010L

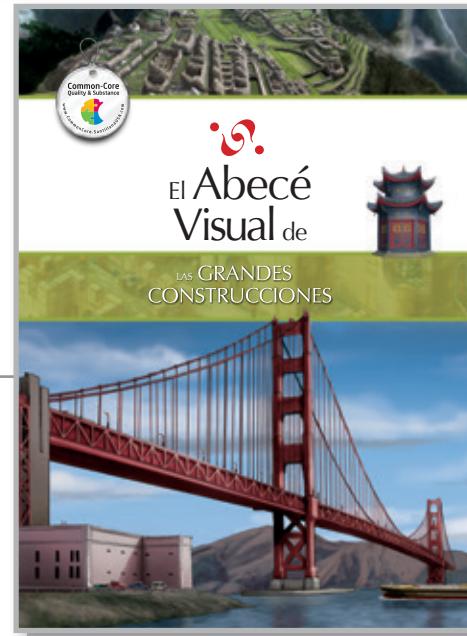
TEXT TYPE

Informational Text: Art (Architecture)

OBJECTIVES

- ➡ Read and understand a text about architecture.
- ➡ Identify facts and opinions in a text.
- ➡ Use visual elements to understand and visualize a text.
- ➡ Identify the author's purpose.
- ➡ Ask and answer questions about the text.
- ➡ Quote from a text to support an answer.

- ➡ Use word structure and context clues to determine the meaning of unfamiliar words.
- ➡ Explore word relationships and use words learned through reading.
- ➡ Connect the ideas in the text to real-life situations.
- ➡ Make a presentation to describe.
- ➡ Write to give an opinion.



INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- ▶ sticky notes
- ▶ *Tabla de dos columnas, Red de palabras*
(Graphic Organizers #16 and #30)*
- ▶ drawing materials: pencils, paper, markers, crayons, etc.
- ▶ sets of building blocks or craft materials (clay, sticks, pipe cleaners, etc.)

SUMMARY

Buildings come in a wide range of sizes, shapes, and styles. This variety is the result of the time period when they were built, the materials available, the weather and topography of the region and, above all, the purpose the building serves. Castles, fortresses, bridges, churches, temples, mosques, opera houses, and skyscrapers are some of the great works of architecture presented in this book.

STANDARDS

SLAR CCSS RI.5.1, RI.5.3, RI.5.4, RI.5.5, RI.5.9, RF.5.3.a, RF.5.4.a, RF.5.4.c, W.5.1, W.5.4, W.5.7, W.5.10, SL.5.1.c, SL.5.4, SL.5.5, L.5.1, L.5.2, L.5.4.a, L.5.4.c, L.5.6

SLAR TEKS 5.1.A, 5.2.A, 5.2.B, 5.2.E, 5.10.A, 5.11.B, 5.11.D, 5.15.C, 5.15.D, 5.18.A, 5.20.A.(iii), 5.20.D, 5.22.C.(iv), 5.23.A, 5.24.D, 5.26.B, 5.27.A, 5.28.A

Social Studies TEKS 5.23.B-C

NCSS I. Culture; II. People, Places, and Environments; III. Science, Technology, and Society

VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

- acceder** – entrar a un lugar / to gain access
apogeo – punto o momento más importante / peak
armonía – buena combinación y proporción de una cosa con otra / harmony, compatibility
contraposición – comparación de algo con una cosa opuesta / contrast
disposición – distribución de las distintas partes de una edificación / layout
instalación – colocación de algo en el lugar que debe ir; conjunto de edificaciones o áreas que dan un servicio a un grupo de usuarios / installation; facilities
lateral – a un lado o costado / to one side of
modificación – cambio que se le hace a algo / change, modification
otorgar – dar, conceder / to grant

Advanced Vocabulary

- bóveda** – construcción en forma de arco que cubre el espacio entre dos muros / vaulted ceiling
campanario – torre donde están las campanas / bell tower
complejo – conjunto de edificaciones ubicadas en un mismo lugar / complex
fachada – la parte exterior y principal de un edificio / facade
fresco – pintura que se hace sobre las paredes o techos / fresco
hormigón – mezcla de piedrecillas, cemento y arena que se usa en la construcción / concrete
recinto – el espacio que está dentro de ciertos límites / enclosure
revestido – cubierto con un material protector o de adorno / covered
simetría – cuando la posición, forma y tamaño de varias cosas son iguales / symmetry

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



VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description 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 understand all the vocabulary needed to complete the activities (e.g., *elemento visual, estructura, hecho, opinión*) and instruction words, such as *analiza, cita, completa, construye, describe, explica, justifica, presenta, revisa, señala*.
- ▶ Ask students to take turns explaining in their own words what each word means. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book.
- ▶ Remind students that analyzing the structure of a word will help them figure out its meaning. Point out the prefix *contra-* in *contraposición* and explain that it means “in opposition to.” Introduce *im-/in-* (negation), *re-* (repetition), *sub-* (under), and *trans-* (across). Then have students explain the meaning of *innumerable* (p. 40), *reconstruido* (p. 34), *reinstalación* (p. 57), *revitalización* (p. 51), *subterráneo* (p. 42), *transbordador* (p. 41), *transoceánico* (p. 47). Point out the suffix *-rio* in *campanario* and explain that in this text this suffix names a place or a building. Have students look for other words with this suffix in the text and try to determine their meanings. Examples include *auditorio* (auditorium), *baptisterio* (baptistery), *escenario* (stage), *observatorio* (observatory).
- ▶ Point to the word *instalación* in the vocabulary section and explain that it has two different meanings in the text. Guide students to use context clues to determine the meaning of this word on p. 26 and on pp. 44 and 58. Then, distribute five word webs (Graphic Organizer #26) to each student and have him/her write these words in the central ovals: *complejo, componer, fuente, plano, soportar*. Next, have students add the definitions they know for these words to their webs. Now have them look up these words in a dictionary and add other definitions in the remaining ovals. Finally, have students analyze how these words are used in the text and determine which definition applies in each of these cases: *complejo* (complex) on p. 13, *componer* (to make up) on p. 16, *fuente* (fountain) on p. 17 and on p. 46 (source). Have students write a sentence with each meaning of the word. Then, have them share and discuss their word webs with a partner or in small groups.
- ▶ Point to the word *hormigón* in the vocabulary list and explain that it names a construction material. Have students scan the text and find other words that name building materials. Examples include *bloque, granito, hierro, ladrillo, madera, mármol, piedra, vidrio*. Ask students to think of buildings in their community and list the materials that were used in the exterior and the interior.
- ▶ Point to the word *lateral* in the vocabulary list and explain that it describes a position. Have students scan the text and find other words that describe position or location. Examples used in the text include *anterior, central, debajo, detrás, en torno, exterior, inferior, interior, posterior, superior*. Then have students get together with a partner and use these words to describe the position and location of objects in the classroom. You may wish to turn this into a guessing game.

► READING

PRE-READING

- ▶ Explain that buildings come in many sizes, shapes, and materials. We can usually tell what the building is for based on its characteristics. Discuss with students some of the buildings in their community. Ask: *¿Qué tipos distintos de edificios hay en nuestra comunidad? Nombren cinco.* (What different types of buildings are there in our community? Name five.) *¿Para qué son esos edificios? ¿Pueden decir, sin verlos por dentro, cuál es su uso? ¿Cómo lo saben?* (What are those buildings for? Can you tell, without going inside, what they are for? How do you know?) *¿Cuáles de esos edificios les gustan más? ¿Por qué?* (Which of those buildings do you like best? Why?)
- ▶ Have students read the title and table of contents, and then give them a few moments to look at the illustrations. Then 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

- ▶ Discuss with students the text structure of this book. Elicit that it is divided into twenty-eight spreads. Each spread presents a different type of building or structure.
- ▶ Read aloud the first spread on pp. 6–7 to familiarize students with the text and to model pronunciation and intonation. Pause often to allow students time to observe the illustrations of the sections you are reading. Then, ask: *Señalen tres partes o estructuras del castillo y nómbranelas. ¿Para qué servían?* (Point out three parts or structures of a castle and name them. What were these structures for?) *¿Quiénes vivían en los castillos? ¿A qué se dedicaban?* (Who lived in the castles? What did they do?)
- ▶ Use the spread about the Taj Mahal on pp. 32–33 to explain to students how visual elements help them understand a text. Point out that each spread begins with a brief introduction about the building. Then focus students' attention on how the different parts of the building are labeled, and how the information is organized. Call their attention to the additional information provided on p. 33, and discuss how this information helps them understand the architectural style of the building. Have students study the floor plan on p. 33 and guide them to visualize the Taj Mahal as part of a huge complex that includes gardens and water channels. As students read, ask them to pay attention to the visual elements and study them carefully for clues that will help them understand and visualize the text. Then ask them to write a short description of the Taj Mahal.
- ▶ Choose and assign different spreads to student pairs. Provide them with sticky notes and have them make notes for themselves as they read. Students should note the topic, and list important details and any words or phrases whose meaning they cannot determine. After they finish reading their assigned spread, have students prepare to teach it to another pair. Use a group quiz to encourage students to work collaboratively and to assess comprehension. Some examples: *¿Dónde se encuentra el edificio? ¿Cuándo fue construido? ¿Quiénes lo utilizan o lo utilizaban?* (Where is the building located? When was it built? Who uses or used it?) *Describan el tamaño, la forma, los materiales y el diseño. Mencionen algunas características únicas de ese edificio.* (Describe the size, shape, materials, and design. Tell some unique characteristics of that building). *Expresen su opinión acerca del edificio en una oración.* (Express your opinion about the building in one sentence.)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Ask students these or similar questions to check their comprehension. Allow students to answer with short phrases or incomplete sentences. Ask: *¿Cuáles son algunos de los materiales que se usaron en los edificios? Da ejemplos de edificios (del libro) que tienen esos materiales.* (What are some of the materials used in the buildings? Give examples of buildings [from the book] that have those materials.) *¿Para qué sirve un faro (pp. 28–29)? Señala la parte que lo ayuda a cumplir su función.* (What is a lighthouse for [pp. 28–29]? Point out the part that helps it fulfill its function.)

At-level Students

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask: *Si se produce un terremoto en Japón, ¿resistirán las pagodas o se derrumbarán (pp. 34–35)? Citen el texto para apoyar sus respuestas.* (If Japan suffers an earthquake, will the pagodas hold up or will they fall down [pp. 34–35]? Quote from the text to support your answer.) *¿Además de servir como torre de comunicaciones, cuál puede ser otra función de la Torre Eiffel (pp. 26–27)? ¿Qué te hace pensar eso?* (In addition to serving as communications tower, what could be another function of the Eiffel Tower [pp. 26–27]? What makes you think that?)

Above-level Students

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask: *Menciona tres edificaciones defensivas. ¿Qué características tienen en común?* (Name three defensive constructions. What characteristics do they have in common?) *Piensen en una modificación que le harían al edificio de nuestra escuela para que se adaptara mejor a sus necesidades.* (Think of a change you would make to our school building to adapt it better to your needs.)

POST-READING

- Explain that most texts have both facts and opinions. A fact is information that can be proven true. For example: *“El palacio Barberini fue diseñado por Carlo Madernodo.”* An opinion is what someone thinks or believes. For example: *“Las pagodas son hermosas.”* Ask: *¿Es esto una opinión o un hecho: “[...] el Panteón era un templo dedicado al culto de todos los dioses del cielo”* (p. 38)? *¿Por qué?* (Is this an opinion or a fact: “[...] the Pantheon was a temple dedicated to the cult of all the gods in the heavens” [p. 38]? Why?)
- Distribute two-column charts (Graphic Organizer #30) and have students label the columns *Hecho* and *Opinión*. Have students reread the spreads on pp. 20–21 and pp. 44–45 and locate six facts and four opinions, and list them in their charts. Then have students compare and contrast their charts with a classmate. Ask them to justify their choices.
- 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?) *¿Con qué propósito creen que la autora escribió el libro?* (What do you think the author's purpose for writing this book was?)



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES, MATHEMATICS, AND SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Assign a different type of building (e.g., *defensivo, religioso, palacio, de ocio [como teatros y museos], de ingeniería civil [como presas y puentes]*) to student pairs. Then have pairs choose one of the buildings from their assigned category (e.g., *ocio: la Ópera de Sydney*) and create a presentation to describe it in detail. Encourage students to use the domain-specific vocabulary they have learned (*bóveda, complejo, fachada, revestido, simetría, etc.*) as they describe the building. Then, invite student pairs to make a presentation. If time allows, have a brief question-and-answer session at the end of each presentation. 
- ▶ Distribute a set of building blocks, and have students work collaboratively to create their own building or structure. First, students should decide on the type of construction they are going to build. Next, ask them to brainstorm the main characteristics of this type of building (remind students to consider the uses, location, and style). Give groups a time limit to complete their projects, and have them present them to the class.
- ▶ Ask students to analyze and evaluate the visual elements in the spread about Machu Picchu on pp. 24–25. Then have students draw one of the streets—and some of the buildings lining the street—in Machu Picchu as they imagine what it was like when the Incas lived in it. Invite students to share their drawings and explain how the visual elements helped them picture the city of Machu Picchu.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students write an opinion essay about one of the buildings presented in this book. Remind students that their opinions have to be supported by reasons and examples. Encourage students to create an outline before they begin writing. Suggest this structure: I. Introduction: stating the opinion and a thesis statement; II. Body: explaining each of the reasons and providing examples to support them; III. Conclusion: restating the thesis and summing up the arguments. In addition to using their graphic organizers, presentations, and the text, have students consult reference materials to find examples to back up their opinions. Remind students to provide a list of sources at the end of their essays. Guide and support students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. 



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. armonía | a. cambio |
| 2. disposición | b. buena proporción |
| 3. modificación | c. punto más importante |
| 4. otorgar | d. distribución |
| 5. apogeo | e. dar |

B Consulta un diccionario y escribe tres definiciones de esta palabra.

acceder

1. DEFINICIÓN #1: decir que sí
2. DEFINICIÓN #2: ceder a la idea de otra persona
3. DEFINICIÓN #3: entrar a un lugar

¿Qué definición corresponde al uso de *acceder* en la página 51? ¿Cómo lo sabes?

Corresponde a la definición #3 porque en la página 51 se habla de cómo entrar a un museo. Note: The order of the definitions may vary.

C Añade el prefijo adecuado y define las palabras. Después escribe una oración con cada palabra.

trans-

re-

contra-

1. contra- posición: comparación con lo opuesto

Answers will vary.

2. re- instalación: volver a instalar

Answers will vary.

3. trans- oceánico: que cruza el océano

Answers will vary.



Nombre _____

Comprensión lectora

- A** Dibuja una de las construcciones que aparecen en el libro y descríbela. Usa elementos visuales y rotula las diferentes partes del edificio.

Nombre: *Answers will vary.* _____

Ubicación: *Answers will vary.* _____

Función: *Answers will vary, but must explain what the building is for.* _____

Answers will vary, but students must include descriptive information (e.g., size, building materials, and design elements), and label some of the most important parts.

- B** Indica si se trata de un hecho o de una opinión.

	Hecho	Opinión
1. La Gran Muralla China recorre más de 6000 km.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. El apogeo de los castillos pasó porque a la gente dejó de gustarle ese tipo de construcciones.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Las decoraciones de la Alhambra le otorgan elegancia.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Los puentes colgantes están sostenidos por dos cables.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. El templo de Kukulkán es una edificación interesante.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- C** Escribe un hecho y una opinión sobre la construcción que describiste en la actividad A.

Hecho: *Answers will vary, but it must be something that can be proven.* _____

Opinión: *Answers will vary, but it must show a subjective opinion.* _____



Nombre _____

Vocabulario

A Une.

- | | |
|-----------------|-------------------------|
| 1. armonía | a. cambio |
| 2. disposición | b. buena proporción |
| 3. modificación | c. punto más importante |
| 4. otorgar | d. distribución |
| 5. apogeo | e. dar |

B Consulta un diccionario y escribe tres definiciones de esta palabra.

1. DEFINICIÓN #1: _____

acceder

2. DEFINICIÓN #2: _____

3. DEFINICIÓN #3: _____

¿Qué definición corresponde al uso de *acceder* en la página 51? ¿Cómo lo sabes?

C Añade el prefijo adecuado y define las palabras. Después escribe una oración con cada palabra.

trans-

re-

contra-

1. _____ posición: _____

2. _____ instalación: _____

3. _____ oceánico: _____



Nombre _____

Comprensión lectora

- A** Dibuja una de las construcciones que aparecen en el libro y descríbela. Usa elementos visuales y rotula las diferentes partes del edificio.

Nombre: _____

Ubicación: _____

Función: _____

- B** Indica si se trata de un hecho o de una opinión.

	Hecho	Opinión
1. La Gran Muralla China recorre más de 6000 km.	<input type="checkbox"/>	<input type="checkbox"/>
2. El apogeo de los castillos pasó porque a la gente dejó de gustarle ese tipo de construcciones.	<input type="checkbox"/>	<input type="checkbox"/>
3. Las decoraciones de la Alhambra le otorgan elegancia.	<input type="checkbox"/>	<input type="checkbox"/>
4. Los puentes colgantes están sostenidos por dos cables.	<input type="checkbox"/>	<input type="checkbox"/>
5. El templo de Kukulkán es una edificación interesante.	<input type="checkbox"/>	<input type="checkbox"/>

- C** Escribe un hecho y una opinión sobre la construcción que describiste en la actividad A.

Hecho: _____

Opinión: _____