



Lesson Plan and Activities

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

Aquí vivo yo

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COMPLEXITY

F&P Guided Reading Level E / Lexile Level 250L

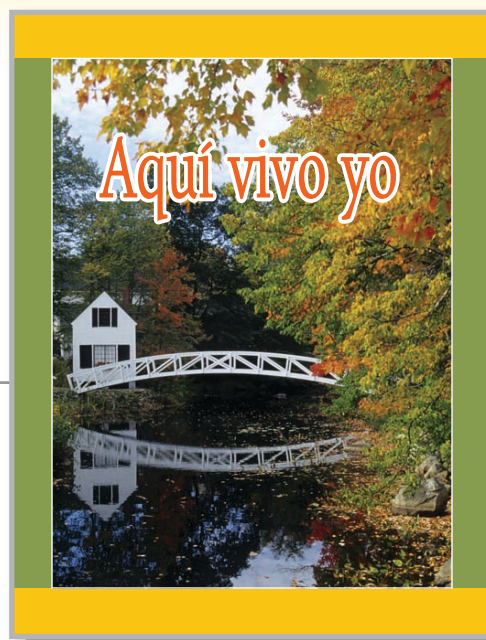
TEXT TYPE

Informational Text: Social Studies

OBJECTIVES

- Ask and answer questions about key details in a text.
- Describe the connection between pieces of information in a text.
- Identify the reasons an author gives to support points in a text.
- Count, pronounce, blend and segment syllables in spoken words.
- Blend phonemes into recognizable words.
- Read common high-frequency words by sight.

- Demonstrate understanding of the organization and basic features of print.
- Use drawings, dictating, and writing to supply information about a topic.
- Take ideas from a graphic organizer or chart to write about a topic.
- Draw conclusion from experiences to help answer a question.
- Describe familiar people and places to provide additional detail.
- Identify real-life connections between words and their use.



INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons, construction paper or butcher paper
- flash cards, notecards and sentence strips
- compass, large drawing paper or butcher paper
- blank envelopes
- board game pieces
- images of community workers
- *Diagrama de Venn, Tabla de dos columnas* (Graphic Organizers #6 and #30)*

SUMMARY

This book is about a girl named Marcela. She lives in a big city. In her community, there are many places, like a park, a library, a post office, and a pizzeria. There are a lot of things to do in her neighborhood. How is your community the same or different than Marcela's?

STANDARDS

SLAR CCSS RI K.1, RI K.3, RI K.5, RI K.7, RI K.8, RI K.10, RF K.1.a, RF K.1.d, RF K.2.b, RF K.2.d, RF K.3, RF K.4, W K.2, W K.5, W K.7, SL K.1, SL K.2, SL K.4, SL K.6, L K. 1, L K.2a–b, L K.5, L K.6

SLAR TEKS K1.C, K.1.E, K.1.F, K.1.G, K.2.A, K.2.B, K.2.F, K.3.A, K.4.B, K.5.B, K.10.B, K.10.C, K.13.A, K.17.B, K.18.A, K.18.E, K.19.A, K.22.A, K.23.A

NCSS III. People, Places, and Environments; V. Individuals, Groups, and Institutions

Social Studies TEKS K.4.A, K.4.C, K.7.A, K.11.B, K.14.A, K.14.B, K.15.A, K.15.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

arreglan (arreglar) – *hacer que algo roto funcione bien* / to repair

caminando (caminar) – *ir a pie de un lugar a otro* / to walk

carta – *papel escrito que una persona envía a otra dentro de un sobre* / letter

devuelves (devolver) – *dar una cosa a la persona que la tenía antes* / to return

envío (enviar) – *mandar una cosa a un lugar* / to send

gratis – *que no cuesta nada* / free

prestan (prestar) – *entregar una cosa con la condición de que se devuelva* / to lend

venden (vender) – *dar u ofrecer algo a cambio de dinero* / to sell

Advanced Vocabulary

biblioteca – *edificio donde hay muchos libros para leer o consultar* / library

consultorio (de médico) – *oficina de un médico* / doctor's office

edificio – *construcción donde viven personas o hay tiendas y oficinas* / building

estación de bomberos – *lugar donde trabajan los bomberos* / fire station

gasolinera – *lugar donde se vende gasolina* / gas station

mercado – *lugar donde se venden alimentos y otras cosas necesarias* / market

metro – *tren que viaja dentro de una ciudad* / metro; subway

oficina de correos – *lugar donde se mandan y reciben cartas y paquetes* / post office

panadería – *tienda donde se venden pan y bizcochos* / bakery

sirenas (sirena) – *aparato que produce un sonido muy fuerte y que avisa de un peligro* / siren; whistle, horn

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



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*, *definición*) and instruction words, such as *completa*, *escoge*, *describe*.
- Create word clouds using the vocabulary words. Students can create word clouds for each vocabulary word using synonyms. Print the word clouds and display them in the classroom.
- Play a game of “I have, who has?” Write the vocabulary words on notecards and distribute them to students. Then have a student read the word he/she has and ask the class for another word. Whoever has that word then continues in the game.
- Draw or print out images of different community workers (*trabajadores de la comunidad*). Then write the vocabulary words for the community places on notecards or sentence strips. Have students correctly match the community workers with their places of work. Next, have students state or write sentences about what the workers do in their community, such as *El bombero trabaja en la estación de bomberos y apaga incendios*. (A firefighter works in a fire station and puts out fires.)
- Have students create a comic strip using some of the vocabulary words. Students should come up with a story line and write the text in speech bubbles above their illustrations. Place students in small groups and have them present their comic strips to their classmates.
- Conduct an inside/outside activity. Pair students up and arrange them in a circle facing each other. Have one student give his or her partner a definition to elicit the matching vocabulary word, then switch roles. Next, have the students in the outer circle rotate counter-clockwise to match up with a new partner. Repeat the activity until students have rotated once around the entire circle.

READING

READING FOUNDATIONAL SKILLS

- ▶ Write the following sentence on the board: *Yo vivo cerca de la panadería, la pizzería, y la gasolinera.* Have students focus as you as you write the words from left to right. Read the sentence with students, reminding them to read from left to right.
- ▶ Review the alphabet with students using lowercase letters. Then choose five words from the text and write them on the board. Have students practice spelling out each word. Repeat using uppercase letters and different sets of words.
- ▶ Underline the word *panadería* in the sentence you previously wrote on the board. Read the word and clap out the syllables with students. Ask students how many sounds they hear in the word. Sound out each letter and have students repeat. Then blend sounds to say the syllables and have students repeat. Finally have students blend the syllables together to pronounce the entire word. Repeat with other words from the sentence, such as *pizzería* and *gasolinera*.

PRE-READING

- ▶ Show students the cover of the book. Ask them to identify the title and the author. Conduct a picture walk and have students make predictions of what the story might be about and provide evidence from the photographs to support their predictions. Record their predictions on the board.
- ▶ Draw a concept web on the board and write the phrase *Donde yo vivo hay...* (Where I live there is ...) Have students brainstorm the different types of places that exist in their community. Write their answers around the web. Save this web for post-reading activities.
- ▶ Have students discuss the different things they can do and see in their community places. Tell students they will read a story about a girl named Marcela who discusses the places in her community. Instruct students to play close attention in the story to the different places Marcela mentions and what she sees and does there.

READING

- ▶ Read the story aloud to students. Then have students read pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic.
- ▶ Read the entire story aloud to students. Then distribute a two-column chart (Graphic Organizer #30) to students and in the first column have them make a list of the different places that Marcela mentions in the book as each page is reread. Read the story for a third time and have students write or draw in the second column what Marcela sees and does in each place. Have students save these notes for post-reading activities.
- ▶ Read page 6 with students. Ask students: *¿Te gusta ir al parque? ¿Qué haces en el parque?* (Do you like to go to the park? What do you do at the park?) *¿Qué es lo que más te gusta del parque? ¿En qué se parece o se diferencia de lo que le gusta a Marcela?* (What do you like most at the park? How is this similar or different from what Marcela likes?)
- ▶ Read page 7 with students. Have students interview a partner about how they get to school. They can ask: *¿Cómo vienes a la escuela? ¿Es parecido o diferente a como Marcela va a su escuela?* (How do you come to school? Is it the same or different from how Marcela goes to school?) Have partners present the results of their interview and record the results on a pictograph.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 8 with students. Have students share their experiences about visiting a library. Ask students: *¿Te gusta ir a la biblioteca? ¿Por qué? ¿Qué tipos de libros sacas prestados? ¿Por qué?* (Do you like to go to the library? Why? What types of books do you like to borrow? Why?)
- ▶ Read page 10 with students. Take a survey as to what type of pizza students like to eat the most. Display the results in a pie chart or bar graph. Then have students create sentences about the information displayed in the graph.
- ▶ Assist students with breaking the words up into syllables, and sentences into chunks. Read each syllable, then blend them together to form the words. Next chunk words in a sentence and finally, read the entire sentence. Have students repeat after you each time.
- ▶ Write a sentence from the text on a strip and cut it into words. Have students rearrange the words to form the correct sentence and read it aloud. Have them notice the capital letter at the beginning of the sentence, and the punctuation at the beginning and end of each sentence. ✓

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and then have students chorally repeat after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors. Ask these or similar questions: *¿Dónde puedes comprar pan y bizcochos?* (Where can you buy bread and pastries?) *¿Cómo es la pizza en la pizzería de tu barrio?* (What is the pizza like in your neighborhood's pizzeria?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué crees que a Marcela le gusta el olor del pan caliente?* (Why do you think Marcela likes the smell of hot bread?) *¿Por qué es importante una gasolinera en una comunidad?* (Why is a gas station an important place in a community?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué crees que una biblioteca presta libros gratis?* (Why do you think a library loans books for free?) *¿Vive Marcela en una ciudad o en el campo? ¿Cómo lo sabes?* (Does Marcela live in a city or in the country? How do you know?)

POST-READING

- ▶ Discuss with students the author's purpose for writing the text and the format in which the text was written. Ask: *¿Por qué escribió la autora este libro? ¿Por qué crees que incluyó información sobre lo que hace Marcela en cada lugar de su comunidad?* (Why did the author write this book? Why do you think she included information about what Marcela does in each of the places in her community?)

- ▶ Distribute Venn diagrams (Graphic Organizer #6) to students. Label one circle *Marcela* and the other *Yo*. Have students refer to their notes from the reading activities and compare themselves to *Marcela*, including comparing places in each of their neighborhoods, as well as likes and dislikes and actions in the community, as mentioned throughout the story. Assist students with placing the words in the appropriate parts of the diagram. Then model how to write a sentence based on information from the diagram. Have students each write or state their own sentence comparing themselves to Marcela. ✓
- ▶ Have students draw a picture of the home in which they live. Pair students up and have them ask each other questions about their homes. Then have students present the similarities and differences they found between their homes.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students draw a map of their community on large construction paper or butcher paper. Have them include a map key, a map scale, and the cardinal directions. You may wish to bring in a compass and explain to students how to find north, south, east, and west. ✓
- ▶ Have students create a board game that is based on the places in their community. The board can consist of a path in which players begin at school and have to pass by each community place to collect an item, until they reach their home. Provide game pieces, dice, cards, or other items necessary for students to be able to play the game.
- ▶ Divide the class into small groups. Assign each group a country. Help students conduct some research about the way people live in their assigned country. Then allow students to draw a picture of a typical home in that country and describe it in writing or orally for the rest of the class. You may also wish to have students compare and contrast these homes to their own.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Show students examples of friendly letters. Point out the date, greeting, body of the letter, and closing. Then have students write a friendly letter about where they live to someone in their class. Also have students practice addressing an envelope with their return address, as well as the mailing address. Have students pretend they are going to the post office to mail their letters. Place stickers on the envelopes for stamps and place the envelopes in a paper mailbox. Then have someone pretend to be the postal worker and deliver the mail to students. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. 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 Completa las oraciones.

edificio panadería metro mercado

1. En el mercado venden alimentos.
2. En la panadería compro pan.
3. El edificio tiene muchas oficinas.
4. El metro viaja por la ciudad.

B Encierra en un círculo la palabra correcta.

1. La biblioteca presta libros (gratis / caliente).
2. Me gusta el (edificio / olor) a pan.
3. Envío las (cartas / pizzería) en la oficina de correos.
4. La pizzería (vende / presta) pizzas deliciosas.
5. En la gasolinera (devuelven / arreglan) los carros.



Nombre _____

Comprensión lectora

A Une.

- | | |
|-----------------------------------|------------|
| 1. Aquí juega Marcela. | a. casa |
| 2. Aquí vive Marcela. | b. mercado |
| 3. Aquí compra alimentos Marcela. | c. parque |

B Dibuja un lugar que te gustaría visitar en la comunidad de Marcela. Escribe el nombre del lugar.

Answers will vary.



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