



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

¡Bienvenidos a Kindergarten!

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COMPLEXITY

F&P Guided Reading Level D / Lexile Level 210L

TEXT TYPE

Informational Text: Social Studies

OBJECTIVES

- Recognize an informational text.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Identify and discuss the author's purpose.
- Identify facts in an informational text.
- Identify the main idea.
- Recall information to answer questions.
- Ask and answer questions about the text.
- Use word structure to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Present information.
- Write informational paragraphs about a topic.



INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- camera
- construction paper
- yarn
- paper, pencils, and crayons

SUMMARY

Going to Kindergarten is very special. There are many places to see and people to meet at school. A Kindergarten classroom is filled with lots of fun activities to do with new friends.

STANDARDS

SLAR CCSS RL K.5, RI K.1, RI K.2, RI K.4, RI K.5, RI K.7, RI K.8, RI K.10, RF K.1, RF K.1b, RF K.1c, RF K.2.b, W K.2, SL K.5, L K.6

SLAR TEKS K.1.A, K.2.A, K.3.D, K.4.B, K.5.A, K.5.B, K.9.A, K.10.B, K.13.A, K.16.B, K.22.A

NCSS IV. Individual Development and Identity; V. Individuals, Groups, and Institutions

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

Health TEKS K.5.A, K.9.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

cantar – *hacer con la voz sonidos musicales*
/ to sing

cosa – *objeto / thing*

dibujar – *hacer dibujos / to draw*

divertido(a) – *entretenido / fun*

escribir – *formar letras y palabras o trazar*
/ to write

especial – *diferente, único / special*

leer – *pasar la vista por las letras para*
comprender un texto / to read

niños – *chicos / children*

número – *dígito / number*

pintar – *hacer dibujos con pintura / to paint*

tocar música – *hacer un ritmo o una melodía*
con un instrumento / to play music

Advanced Vocabulary

aprender – *conocer algo a través del estudio o*
la práctica / to learn

biblioteca – *lugar donde hay muchos libros que*
se prestan para leer / library

comedor – *lugar donde se almuerza; cafetería*
/ cafeteria

enfermería – *lugar para curar y atender a los*
enfermos / nurse's ward

escuela – *lugar donde se dan clases y los niños*
van a aprender / school

oficina – *lugar de trabajo del director y sus*
ayudantes / office

patio de recreo – *lugar donde se juega*
/ playground

salón de clase – *aula; salón donde se dan*
clases / classroom

* 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. You may use pictures and gestures to explain the meaning of each word.
- Be sure that students understand all the vocabulary necessary to complete the activities and review directions and commands, such as *nombra*, *explica*, *mira*, *describe*, *dibuja*, as necessary.
- Take students on a walk around the school. Have them point out the different places mentioned in the text while saying the vocabulary words. Below-level students can produce one-word answers, while more advanced students can use the vocabulary word in a sentence, such as *Esta es la oficina*. (This is the office.)
- Allow students to draw a picture of themselves in their Kindergarten classroom doing one of the activities mentioned in the text. Then have students share their work with the class, orally or in written form.
- Have students play a guessing game. Students choose a vocabulary word and present their own definition (orally or in visual format) while their partner has to guess the word being described. Have students exchange roles and repeat with other words.
- Read pages 5–12 of the text aloud to students. Tell students to pay close attention to the grammatical pattern presented. Elicit *Esta es la / Este es el ...* (This is the ...).
- Take photographs of places in the school and activities that the students conduct in the classroom. Create a classroom book based on your school and classroom. Have students assist you in placing the pictures in a reasonable order. Elicit sentences to write underneath each photograph, having students refer back to the text to copy the sentence structures. Place the book in the classroom library for students to read at their leisure.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a vocabulary word and write it on the board. Point to each letter and say its name. Have students repeat after you. Next, write the word on a sentence strip, leaving enough space between the letters to cut them apart. Mix up the letters and have students place them in the proper order and then spell the word aloud. Repeat with other vocabulary words.
- ▶ Choose a sentence from the book and write it on the board with proper spacing in between each word. Then write the sentence again with no spaces between the words. Have students compare the two sentences and voice their opinions about which sentence is easier to read. Have students explain why spaces are necessary between words in sentences. Then write each word from the sentence on a sentence strip. Cut the sentence up and have students practice placing the words in order with proper spacing between words.
- ▶ Choose a vocabulary word and write it on the board. Say the word as you clap out the syllables. Have students repeat after you and state how many syllables are in the word. Demonstrate for students how to break the word into syllables by drawing lines between each one. Have students pronounce the syllables one at a time, then blend them together to form the word. Repeat with other words.

PRE-READING

- ▶ Show students the cover of the book. Have them identify the author's name and the title of the story. Conduct a picture walk through the book and ask students to observe what they see in the pictures. Then have them mention different people and places that they see.
- ▶ Ask students: *¿Qué piensas del kindergarten?* (How do you feel about Kindergarten?) *¿Cómo te sentiste el primer día de escuela?* *¿Por qué?* (How did you feel on your first day of school? Why?) Elicit *asustado, ansioso, nervioso, emocionado, curioso* (afraid, anxious, nervous, excited, curious). Reasons could be not knowing anyone or any place in the school.
- ▶ Ask students: *¿Qué puede hacer un estudiante para sentirse más cómodo en una escuela nueva?* (What can a student do to feel more comfortable about being in a new school?)
- ▶ Tell students they will read a book about the things to do and see at school. Tell students to pay close attention to the places and activities mentioned in the text.

READING

- ▶ Read the text aloud. Then have students read along with you, tracking print.
- ▶ Ask students: *¿Qué tipo de libro es este?* (What kind of book is this?) *¿Presenta un cuento o presenta información?* (Does it tell a story or give information?) *¿Puedes ver los mismos personajes en todo el libro?* (Do you see the same characters throughout the book?) *¿Tiene muchas imágenes o pocas?* (Does it have a lot of images or few?) Explain that it is an informational text because it provides information about a topic: *Es un libro informativo porque provee información sobre un tema.*
- ▶ Have students look at the picture on page 2. Ask: *¿Por qué el autor escribió que los niños son como tú?* (Why did the author write that the children are like you?) Point out the similar age and happy expressions on the children's faces. Explain that by seeing similar children happy, students can also feel happy about being in school.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Have students look at the picture on page 11. Ask: *¿Qué cosa está haciendo este niño?* (What is this boy doing?) *¿Cómo puede ser divertido hacer eso?* (How can it be fun to do this?)
- ▶ Have students look at the pictures on pages 10–15. *¿Qué otras cosas divertidas podrías hacer en ese salón de clase?* (What other fun things could you do in that classroom?)
- ▶ Read the book again with students. Ask: *¿Por qué es importante que el libro muestre fotos de los diferentes lugares de una escuela?* (Why is it important that the book showed pictures of the different places in a school?) Elicit that knowing the different places in the school can help students feel more familiar with the school and know where to go if they need to get or do something specific. Have students explain what they would do in each of the places shown in the book and why that place is important in the school.
- ▶ Have students give their opinions about whether they think Kindergarten is fun and if they agree with the author that it's special. Have students support their opinions with vocabulary and information presented in the text as well as their personal experiences being in school. Ask them what part of the text makes them think that Kindergarten is fun and what part of the text makes them feel that Kindergarten is special: *¿Qué parte del texto te hace pensar que kindergarten es divertido?* *¿Qué parte te hace pensar que kindergarten es especial?*
- ▶ Have students create a discussion web with the words *Kindergarten es especial* (Kindergarten is special) in the middle. Have them include words that explain what makes their Kindergarten classroom special. Then have them share their webs with a partner and finally with the class.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times. Have students chorally repeat words and sentences after you.
- Elicit one-word answers, labels, or fact statements during vocabulary activities.
- Ask students the following questions: *¿Dónde trabaja la enfermera en una escuela?* (Where does the nurse work in a school?) *Di una actividad que puedes hacer en tu salón de clases.* (Name one activity you can do in your classroom.) *¿Qué hacen los niños en el patio de recreo?* (What do children do on the playground?)

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 students the following questions: *¿Qué significa la palabra “especial”?* (What does the word “special” mean?) *¿Por qué el niño en la página 6 está recibiendo su comida en el comedor?* (Why is the boy on page 9 getting his food in the cafeteria?) *Explica en qué se parece y en qué se diferencia tu escuela a la escuela que aparece en el libro.* (Explain how your school is the same as or different than the school presented in the book.)

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 students the following questions: *Explica la idea principal del libro.* (Explain the main idea of the book.) *¿Qué otras palabras puedes usar para describir la experiencia de asistir a kindergarten?* (What other words can you use to describe the experience of attending Kindergarten?) *Mira la página 16. Kindergarten es especial.* (Look at page 16. Kindergarten is special.) *¿De qué manera eres especial?* (How are you special?)

POST-READING

- ▶ Explain to students that the most important thing the author says in a story or a paragraph is called the main idea. Reread the text and help students identify the main idea: *Kindergarten es muy especial porque hay muchas cosas divertidas que ver y hacer.* (Kindergarten is very special because there are a lot of fun things to do and see.) Discuss the main idea with students. Ask: *¿Crees que kindergarten es especial? ¿Por qué?* (Do you think that Kindergarten is special? Why?)
- ▶ As a class, create a two-column chart on the board. Label the first column *Lugares* (Places) and the second *Actividades* (Activities). Have students name the different places your school has and the activities they can do in those places. Refer students back to the text for vocabulary words if needed.
- ▶ As a class, create a Venn diagram to compare your school and classroom with the one presented in the book. Have students discuss if both schools have the same places, and add additional places, such as an Art room or Music room, and other classroom activities that your school may have.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students create a map of their school. Be sure they include at least the names of all the places mentioned in the book.
- ▶ Have students discuss what they would tell a new student to their class about Kindergarten. Be sure they mention what they could say or do to make the new student feel more comfortable about being in a new school.
- ▶ Discuss the reasons why children go to school and why it is important for them to attend school.
- ▶ Conduct some research as a class as to how schools and Kindergarten classes are the same or different in other parts of the world. Hold a classroom discussion to compare and contrast the information.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students draw a picture of themselves doing something they like in their Kindergarten class. Then, under the picture, have students write why their Kindergarten classroom is special to them. Refer students to the text as well as the graphic organizers to help with ideas and vocabulary. 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 Escoge la palabra correcta.

1. Tengo hambre. Voy a
el comedor. la biblioteca.
2. Estoy enfermo. Voy a
el patio de recreo. la enfermería.
3. Quiero un libro. Voy a
la biblioteca. el comedor.

B Contesta. ¿Qué aprendes en clase? Dibuja lo que aprendes.

En clase aprendo Answers will vary.



Nombre _____

Comprensión lectora

A ¿Sí o no?

1. En la escuela no hay muchas cosas que hacer.

Sí

☒ No

2. Kindergarten es especial.

☒ Sí

No

3. Yo aprendo en el salón de clase.

☒ Sí

No

4. La a es un número.

Sí

☒ No

B Encierra en un círculo lo que haces en el salón de clase.





Nombre _____

Vocabulario

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Dibuja lo que aprendes.

En clase aprendo _____



Nombre _____

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A ¿Sí o no?

1. En la escuela no hay muchas cosas que hacer.

Sí No

2. Kindergarten es especial.

Sí No

3. Yo aprendo en el salón de clase.

Sí No

4. La a es un número.

Sí No

B Encierra en un círculo lo que haces en el salón de clase.

