



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

Cómo sanar un ala rota

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COMPLEXITY

F&P Guided Reading Level D / Lexile Level 280L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Narrative / Realistic Fiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about key details in a text.
- Demonstrate understanding of the central message of the text.
- Describe characters, settings, and major events in a story, using key details.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in texts.
- Identify that a sentence is made up of a group of words.
- Identify the syllables in spoken words.
- Read with sufficient accuracy and fluency to support comprehension.
- Identify the distinguishing features of a sentence.
- Identify jobs in the home, school, and community, and explain why people have jobs.
- Write an informative text answering a research question.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- index cards or sentence strips
- small counters
- chart paper, markers
- three small buckets
- blue construction paper cut in the shape of raindrops
- *Idea Principal* (Graphic Organizer #13)

SUMMARY

Will is the only person on a busy city street who notices an injured bird lying on the ground. He and his mother take it home, and Will nurses it back to health. With rest, time, and a little hope, the bird's wing heals, and Will and his parents take the bird back to the city center, where it flies away.

STANDARDS

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

SLAR TEKS K.1.A–G, K.2.A, K.2.B, K.2.F, K.2.G, K.2.H, K.3.A, K.3.B, K.3.H, K.4.A–B, K.5.A–B, K.6.A, K.1.8.A–B, 1.14.A, K.16.A–C, K.17.A–C, K.18.A–C, K.20.A, K.22.A, K.23.A

Social Studies TEKS K.7.A, K.7.B

Art TEKS K.2.A

Science TEKS K.9.A, K.9.B

NGSS K-LS1-1.A, K-ESS3-3

NCSS IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

abrió (abrir) – *extendió algo que estaba doblado o junto* / to open

en lo alto – *situado a mucha distancia del suelo* / high above

descanso – *dejar de hacer una actividad cuando se está cansado para recuperar fuerzas* / rest

esperanza – *confianza que tiene alguien de que ocurra lo que desea* / hope

ponerse (poner) – *hacer que alguien o algo esté en un lugar* / to put in place

posible – *que puede ser o suceder* / possible

volver – *ir otra vez a un lugar donde se había estado antes* / to return

Advanced Vocabulary

ala – *parte del cuerpo de las aves que les sirve para volar* / wing

batir – *mover algo con fuerza* / to flap

paloma – *ave de tamaño mediano con la cabeza pequeña, el pico corto y la cola amplia* / pigeon

pluma – *cada una de las piezas que cubren el cuerpo de las aves* / feather


roto (romper) – *hecho pedazos, descompuesto* / to break

sanar – *curar o curarse* / to heal

* 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 (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 know all the vocabulary words needed to complete the activities (e.g., *palabra, verbo, sustantivo*) and instruction words, such as *une, completa, cierto o falso, ordenar*.
- Write the vocabulary words on separate notecards or sentence strips. Show each card, reading the word slowly. Have students move a counter for every syllable they hear. Repeat, having them clap out each syllable as they read along with you. Then blend the syllables into words and have students repeat them.
- Divide students into pairs. Assign each pair a vocabulary word to define in their own words. Have students create a picture to represent it and share both their definitions and illustrations with the class. Later post them on the class Word Wall. 
- **Drops in the Bucket** In advance, write the vocabulary words on raindrop-shaped paper cutouts. Label four small buckets 2, 3, and 4. Post the vocabulary at students' level. Have students form two teams and line up across the room from the vocabulary words. Call a number from two to four. One student from each team must find a word with the corresponding number of syllables and place it in the correct bucket. The first team to complete the task and return to the back of their line wins the point. Play continues until all the words have been sorted or time is called. The team with the highest number of points wins the game.

READING

READING FOUNDATIONAL SKILLS

- ▶ Write the first sentence of the text on the board. Have students identify key features of a sentence, including capitalization and punctuation. Read the sentence aloud, modeling fluent and expressive reading while tracking the print. Reread the sentence, choosing students to track the print as you read.
- ▶ Ask students to count the words in the sentence. Then have students identify individual words, asking them to explain how they knew which word to select. (Possible answers – first letter, vowels they heard, number of letters, etc.)

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the title and the author. Have them make predictions of what the story may be about, providing evidence from the illustrations to support their predictions. Record their predictions on the board and save them for Post-Reading activities.
- ▶ Show a section of the text that contains both text and illustration, such as pages 10 and 11. Point out to students that the text is the main idea of the story, and the illustrations show the details. Explain that good readers combine text and illustrations to help them understand what they are reading.
- ▶ Distribute the *Idea principal* (Graphic Organizer #13). Model using the graphic organizer with pages 6 and 7, writing the text in the *Idea principal* box and recording student responses in the *Detalles* section. Explain that they will work in groups to create a Main Idea Bulletin Board.

READING

- ▶ Remind students about how authors use illustrations to help readers understand important details about the story. Read pages 10–14 and ask: *¿Por qué crees que Will es el único personaje que dibujaron en colores vivos?* (Why is Will the only character shown in full color?)
- ▶ Read pages 20–23. Have students compare the illustrations with the text. Ask: *¿Por qué recoge Will la pluma? ¿Qué crees que piensa Will que puede hacer con ella? Cita evidencia del texto para dar apoyo a tu respuesta.* (Why does Will pick up the feather? What do you think Will believes he can do with it? Cite evidence from the text to support your answer.) Remind students to remember vocabulary words and to look closely at the images.
- ▶ Read pages 26–28. Ask: *¿Por qué Will y sus padres llevaron la paloma a su casa?* (Why did Will and his parents take the bird home?)
- ▶ Read pages 30–31. Ask: *¿Cuánto tiempo tardó en sanarse la paloma? ¿Cómo lo sabes?* (How much time passed before the bird got well? How do you know?)
- ▶ Read pages 38–41. Ask: *¿Quería la paloma quedarse con Will? ¿Qué claves viste en las ilustraciones que te ayudaron a saberlo?* (Did the bird want to stay with Will? What clues did you see in the illustrations that helped you know?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Qué le pasó a la paloma?* (What happened to the pigeon?) *¿Qué vio Will?* (What did Will see?) *¿Qué necesita un ave para sanar un ala rota?* (What does a bird need to cure its broken wing?)

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: *¿Qué causó la caída del ave?* (What caused the bird to fall?) *¿Por qué nadie notó el ave en la calle?* (Why didn't anyone notice the bird on the ground?) *¿Por qué guardó Will la pluma hasta el final del cuento?* (Why did Will keep the feather until the end of the story?)

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: *¿Qué tipo de persona es la mamá de Will?* *¿Cómo lo sabes?* (What kind of person is Will's mother? How do you know?) *¿Qué dice el autor que son las cosas fundamentales para sanar un ala rota?* (What does the author say are the most important things to cure a bird's wing?) *¿Cómo se sintió Will al final del cuento?* *¿Por qué piensas así?* (How did Will feel at the end of the story? Why do you think so?)

POST-READING

- ▶ Assign each group of students a set of pages from the story and complete the *Idea principal* organizer by illustrating or writing a word or phrase. Have each group share their responses, guiding them to add missing details from the the illustrations. Create a Main Idea bulletin board by posting each group's response. ✓
- ▶ Have students offer their opinions about the story, including whether they liked it, what part was their favorite, and why and if they would recommend the book to others and why.



► CONNECTION WITH CONTENT AREAS: SCIENCE / SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Have students name community helpers who take care of animals (veterinarians, zookeepers, pet groomers, etc.). Help them identify what each one does and tell them that they are going to be *naturalistas* (naturalists). Write the list on the board and save it for the Writing from Sources activity that follows. Show a brief video of a naturalist observing an animal to prepare them for the next task.
- Introduce students to the class pet or take them on a nature walk around the campus and have them identify the animals they see. Tell students that they are going to observe one of them for a week. Have them note their observations in their science journals, following the following prompts: *Tipo de animal*, *¿Cómo luce?*, *¿Qué come?*, *¿Cómo se mueve?*, *¿Vive solo o en grupo?* and *Algo que me parece interesante* (Type of Animal, What It Looks Like, What it Eats, How It Moves, If It Lives Alone or in Groups, and Something that Was Interesting to Me). ✓
- Have students read more about the animal they observed, verifying the knowledge they gained through observation. Have them prepare a poster describing the animal with an illustration and a one-sentence caption. ✓

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Remind students of previously identified community helpers. Guide them to choose one and answer the question, “What does a _____ do?” Provide grade-appropriate resources to help them answer the question and let them dictate a list of tasks that the selected community helper does. Have students work together to present their stories with illustrations. 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 Une.

1. abrió

2. en lo alto

3. descanso

4. rota

a.



b.



c.



d.



B Dibuja algo en lo que tengas esperanza. Luego, escribe una oración que lo describa.

Answers will vary.

Answers will vary.



Nombre _____

Comprensión lectora

A ¿Sí o no?

1. La mamá de Will no quiso ayudar a la paloma.

☐ Sí ☒ No

2. La paloma descansó en el cuarto de Will.

☒ Sí ☐ No

3. El ala se sanó en tres días.

☐ Sí ☒ No

4. La paloma volvió a su jaula.

☐ Sí ☒ No

B Dibuja la parte del cuento que te gustó más. Escribe una oración que la describa.

Answers will vary but must include an event from the story.

Answers will vary.



Nombre _____

Vocabulario

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c.



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