

Lesson Plan and Activities

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

¿Dónde está mamá?

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COMPLEXITY

F&P Guided Reading Level E / Lexile Level 430L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Literary Nonfiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Name the author and illustrator of a text and define their roles.
- Ask and answer questions about a text, and request clarification if something is not understood.
- Interpret characters' motivations.
- Read emergent-reader texts with purpose and understanding.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.
- Identify jobs in the home, school, and community.
- Identify basic human needs of food, clothing, and shelter.
- Use a combination of drawing and writing to identify and describe personal traits and preferences.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- index cards or sentence strips
- pictures or common items that begin with *r* (*ratón, raíz, ropa, río, rueda*)
- *Tabla de dos columnas* (Graphic Organizer #30)

SUMMARY

Six children answer the question, “Where is your mother?” in unique ways. They learn that, no matter how they express their love for their children, mothers live in our hearts.

STANDARDS

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

SLAR TEKS K.1.A, K.1.G, K.2.B, K.2.G, K.2.H, K.3.A, K.3.B, K.3.H, K.4.A–B, K.5.A,B,E, K.9.A, K.10.B,D, K.13.A,C,E, K.16.A.ii, K.16.B–C, K.17.A–C, K.18.A–C, K.19.A–B, K.20.A–B, K.21.A, K.22.A, K.23.A

Social Studies TEKS K.7.B

NGSS K-LS1-1

NCSS V. Individuals, Groups and Institutions

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

envió (enviar) – *mandó una cosa a algún sitio / to send*

necesito (necesitar) – *tener necesidad de algo / to need*

país – *territorio independiente separado de otros por fronteras y que tiene un gobierno propio / country*

pecho – *parte del cuerpo de las personas en que se encuentran los pulmones y el corazón / chest*

recuerde (recordar) – *tener una cosa en la memoria / to remember*

silencio – *el no oírse voces ni ruidos en un sitio / silence*

Advanced Vocabulary

enseñarme (enseñar) – *dar a alguien los*

conocimientos necesarios para que aprenda algo / to teach

se esfuerza (esforzarse) – *utilizar con mucha intensidad el cuerpo, la fuerza, la inteligencia, la voluntad o cualquier otra cosa / to make an effort*

hospital – *edificio grande donde se atiende y cura a los enfermos / hospital*

preferido(a) – *algo que te gusta más que otra cosa / favorite*

segundos (segundo) – *unas de las sesenta partes iguales en que se divide un minuto / seconds*

universidad – *escuela donde se estudian las carreras y donde se hacen muchos trabajos de investigaciones / university*

* 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.
- Be sure that students understand the words *sustantivo*, *verbo*, *conexiones*, *acción*, *motivo*, and instruction words, such as *clasificar*, *completar*, *comparar*, *ordenar*, *une*.
- Write the vocabulary words on sentence strips or index cards. Begin the activity by explaining that some words name things and others show action. Introduce the words *sustantivo* (noun) and *verbo* (verb), telling students that some of our vocabulary words are nouns and others are verbs and that there will be words they know in the story that are also nouns and verbs. Give students the word cards and have them classify them as nouns or verbs.
- Have students illustrate the vocabulary words. Be sure that students speak clearly and in complete sentences, using vocabulary words to complete each sentence. Students should provide an appropriate context for each pair of words to demonstrate understanding of the vocabulary.
- Distribute paper and crayons or markers to each student. Distribute a vocabulary word to each. Have them create a drawing showing the meaning of each word.
- Have students put word illustrations in alphabetical order by first letter. After using them to play the Inside/Outside Circle game below, use the illustrations to create a class picture dictionary.
- **Inside/Outside Circle** Have each student hold his/her vocabulary word illustration. Pair students and arrange them in a circle facing each other. Have one student give his/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 face a new partner. Repeat the activity until students have worked with at least three partners.

READING

READING FOUNDATIONAL SKILLS

- ▶ Display a page of text and read it to students, tracking words. Have students read the page with you while you track each word. Repeat, having students lead the exercise. Remind students that letters are grouped together to form words and that we put spaces between words to help readers understand the message.
- ▶ Say the words *recuerdo*, *río*, *rico*, and *ropa*, having students repeat them after you. Say the sound for /rr/ and have students identify the letter that represents that sound. Show students the words and have them identify the initial letter, then the initial syllable.
- ▶ Prepare syllable cards corresponding to three or four of the vocabulary words for each student. (Ex: *re-cuer-do*, *rí-o*, *ri-co*, *ro-pa*.) Model putting the cards close together to create a word and separating the cards to count syllables. Pronounce each word each word slowly and clearly, having students create each word from the syllable cards.

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the author and the illustrator and explain what each one does. Ask them what special things their mothers do for them. Tell them that they will be reading about many mothers who are all very different and who all love their children very much.
- ▶ Use the content on pages 4–5 of the text to explain the concept of connection between individuals and activities, saying that good readers look for words like to help them understand characters' actions. Tell students that after they finish reading the text, they will use a *Tabla de dos columnas* (Graphic Organizer #30) to help them identify what the mothers in the book do for their children and why.
- ▶ Conduct a picture walk of the book, having students describe what each of the mothers in the text is doing.

READING

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Using pages 6–7 of the text, ask children to describe what Federico's mother is doing and what he says about why she does it. Tell students that when people read a text, they identify details to help them understand what they've read. Display a *Tabla de dos columnas* (Graphic Organizer #30) for reference throughout the lesson.
- ▶ Read pages 8–9. Have students compare the illustrations with the text. Ask: *¿Dónde está la mamá de Antonia?* *¿Qué hace ella en su trabajo?* *¿Cómo lo sabes?* (Where is Antonia's mother? What does she do at work? How do you know?)
- ▶ Read pages 10–11. Ask students to describe the illustration. Ask: *¿En qué país pudiera estar la mamá de Julián?* (In which country might Julián's mother be?)
- ▶ Read pages 16–17. Tell students that everyone can learn, even adults. Ask: *¿Qué hace la mamá de Isabel?* *¿Por qué estudia?* (What does Isabel's mother do? Why does she study?)
- ▶ Read pages 20–21. Ask: *¿En qué lugar crees que es donde están todas las mamás del mundo?* (What do you think is the place where all mothers in the world are?)
- ▶ Read pages 20–25. Tell students to do exactly as described in the text. *¿Qué oyes?* *¿Piensas que es importante?* *¿Por qué?* (What do you hear? Do you think it's important? Why?)



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 hace la mamá de Francisca?* (What does Francisca's mother do?) *¿Por qué está la mamá de Nicolás en el hospital?* (Why is Nicolas's mother in the hospital?)

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 this or similar questions: *¿Por qué le envió una foto la mamá de Julián?* (Why did Julián's mother send him a picture?)

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: *El texto dice: "Mamá está en tu corazón". ¿Qué quiere decir esa expresión?* (The text says: "Mamá is in your heart." What does that expression mean?)

POST-READING

- ▶ Return to the *Tabla de dos columnas* (Graphic Organizer #30). After ensuring that students understand the terms *acción*, *motivo*, and *conexiones*, distribute the graphic organizer to students and have them each complete one with text or drawings. ✓
- ▶ Revisit the activities described in the text. Have students work with a partner to describe what their mother does to show that she loves them, reminding them to respond in complete sentences.
- ▶ Tell students that when we read a text, there is usually something important that the author wants us to remember. Ask students to think about what the most important thing they remembered from the text was, giving them about 30–45 seconds. Then have them talk to a partner about their idea. Next have them share their ideas with the class. Finally, have students draw what they believe is the most important thing about the text, writing a word, phrase, or sentence about their drawing. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students interview each other, asking each other about where their mother is and what she does, following examples from the text. Remind them to speak in complete sentences. Then have volunteers describe their mother's activities to the class. ✓
- ▶ Review the mothers featured in the text. Remind students that the mothers were all very different and had different careers. Brainstorm a list of careers and have students research one of them. Students should create an illustration of the activities associated with the career and write a caption, sentence, or brief report, depending on their proficiency level. ✓

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students create postcards for their mothers. Ask them to illustrate their postcards with drawings of their moms and their occupations. Then have them write a short paragraph about the importance of their mothers in their lives and what they do. 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. Ask volunteers to present 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 Completa las oraciones.

preferido universidad país envió

1. Mi _____ país _____ es Estados Unidos.

2. La abuela le _____ envió _____ un regalo.

3. Quiero estudiar en la _____ universidad _____.

4. El perro es mi animal _____ preferido _____.

B Encierra en un círculo la frase o palabra correcta.

1. El conductor del bus (se esfuerza / pecho) por llegar temprano.

2. Pepe se enfermó y tuvo que ir al (silencio / hospital).

3. Quedan pocos (recuerde / segundos) para que empiece la obra.



Nombre _____

Comprensión lectora

A Selecciona. ¿Verdadero o falso?

1. La mamá de Federico va al río para lavar la ropa.

☒ Verdadero ☐ Falso

2. La mamá de Julián le envió un juguete.

☐ Verdadero ☒ Falso

3. La mamá de Isabel va a la universidad para estudiar ciencias.

☐ Verdadero ☒ Falso

B ¿Por qué trabajan las mamás?

Possible answer: Las mamás trabajan porque quieren a sus hijos.

C La autora dice que “Mamá está en tu corazón”. Dibuja un imagen que ilustre la frase.

Answers will vary, but should include something that shows either that they love their mother or that she loves them.



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