



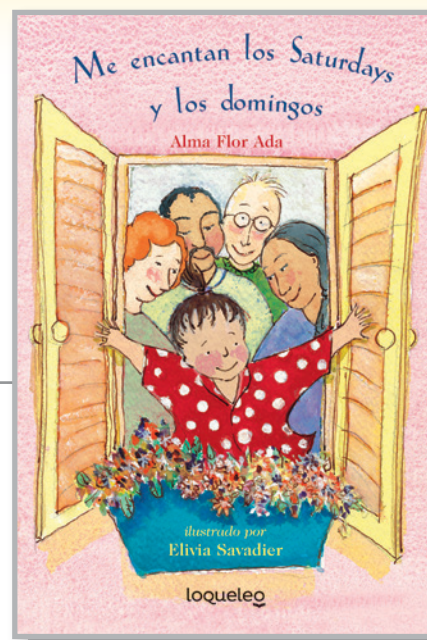
Lesson Plan and Activities

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

Me encantan los Saturdays y los domingos

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COMPLEXITY

F&P Guided Reading Level K / Lexile Level 530L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Realistic Fiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about details in a text.
- Identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Activate prior knowledge related to the information and events in a text.
- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Participate in shared research and writing projects.
- Recall information from experiences.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Determine or clarify the meaning of unknown words and phrases based on kindergarten reading and content.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- construction paper, glue
- flash cards, notecards
- *Diagrama de Venn* (Graphic Organizer #6)*

SUMMARY

A bilingual and bicultural little girl shares her weekends with her grandparents. On Saturdays, she goes to Grandma and Grandpa's house, and on Sundays she goes to visit her Abuelita and Abuelito. While she speaks in both English and Spanish and enjoys two different cultures, she realizes that she loves all her grandparents just the same.

STANDARDS

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

SLAR TEKS K.2.B, K.2.H, K.3.C, K.4.B, K.5.B, K.6.A, K.8.B, K.13.B, K.16.A.iv, K.16.B, K.18.A, K.20.B, K.22.A, K.23.A

NCSS I. Culture; III. People, Places, and Environments; IV Individual Development and Identity

Social Studies TEKS K.3.A, K.3.B, K.11.A, K.11.B, K.12.A, K.12.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

circo – *lugar donde actúan payasos, trapevistas, magos, domadores y sus animales, etc.* / circus

distintas(os) – *que no son iguales* / different; distinct

especiales – *diferentes de lo común* / special

me encantan (encantar) – *gustar mucho de algo o alguien* / to love; to please

montón – *gran cantidad de algo* / pile; heap

muelle – *construcción de madera en la orilla del mar o de un río, donde se cargan y descargan barcos o botes* / dock

se alegran (alegrarse) – *ponerse contento* / to rejoice

sorpresas – *algo que no esperábamos; regalos que tienen dentro algunas cosas* / surprises

Advanced Vocabulary

esponjosos(as) – *blandos y poco apretados, como una esponja* / spongy; fluffy

exquisitos(as) – *que están muy ricos o bonitos* / exquisite; stylish

herencia cultural – *valores y costumbres que pasan de una generación a otra* / legacy

idéntico(a) – *igual o muy parecido* / identical

indígena – *las primeras personas en habitar un país o una región* / native

lechuza – *ave carnívora nocturna, de pico corto y curvo, y ojos grandes* / owl

melcocha – *caramelo blando* / taffy

naturaleza – *todos los seres y cosas no hechas por el hombre que forman el universo* / nature

tradicionales – *que existen o son así desde hace mucho tiempo* / traditional

* 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., *sílabas*, *definición*) and instruction words, such as *une*, *completa*, *encierra*.
- Write the vocabulary words and their definitions on separate notecards. Distribute a card to each student. Then have them find a person in the room with a card that matches their word or definition. Finally, have correctly matched pairs present their words and definitions to the class.
- Write the vocabulary words on sentence strips. Then cut the words into syllables. Give pairs of students the cut sentence strip sets and have them place the syllables in correct order, sounding out each syllable as they are placed together. Rotate the sentence strip sets and repeat.
- Write the word *herencia* on the board. Explain the meaning of the word to students. Ask students about the legacy their family has inherited from their ancestors, as well as the influence it has on their daily life and special occasions or celebrations.
- Write the word *circo* on the board inside a word web chart. Have students brainstorm a list of things they might see at a circus, such as animals, ringmaster, trapeze, etc. Then have them work in small groups to write a story about a day at the circus, using as many other vocabulary words and words from the web as possible. Allow students to illustrate a part of the story and then present their projects to the rest of the class.

READING

FOUNDATIONAL READING SKILLS

- ▶ Create a crossword puzzle using five to ten vocabulary words. Demonstrate how to read the definitions of the words from left to right and have students repeat. Then have students look through the word bank to choose the correct word. Be sure students are placing the letters in their proper order. Discuss with students what could happen if the words are not written in the boxes correctly. Elicit that the incorrect order will affect the words in other boxes on the grid if they intersect.
- ▶ Read the title with students. Then have them tap out the syllables in each word. Write the title on the board. Next have students close their eyes while you erase one syllable in each word. Have students determine which syllable was removed and allow volunteers to write the correct syllables to complete the title.

PRE-READING

- ▶ Ask students to close their eyes. Then read the title of the book and have them brainstorm what the story is about. Ask: *¿Por qué está la palabra “Saturdays” en el título?* (Why is the English word Saturdays in the title?) Have students provide evidence or details to support their prediction. Next have them look at the front cover of the book and identify the author and the illustrator. Have them reaffirm or adjust their predictions based on the cover illustration.
- ▶ Review the days of the week with students and elicit what days constitute the weekend. Discuss the different activities students do on Saturdays and Sundays, with and without family members.
- ▶ Ask students to share experiences about times that they have spent with their grandparents. Ask: *¿Qué hacen con sus abuelos? ¿Dónde viven? ¿Cuándo los visitan?* (What do you do with your grandparents? Where do they live? When do you visit them?) Tell students to write down some notes about their experiences and save this information for post-reading activities.

READING

- ▶ Ask students: *¿Qué tipo de libro es este? ¿Presenta un cuento o presenta información? ¿Puedes ver los mismos personajes a lo largo del libro? ¿Tiene muchas imágenes o pocas?* (What kind of book is this? Does it tell a story or give information? Do you see the same characters throughout the book? Does it have a lot of images or few?) Explain that it is a literary/narrative text because it has a character who experiences something throughout the story.
- ▶ Read the story aloud to students. Assist students in identifying any unknown words by using various techniques, such as determining the root word, identifying prefixes and/or suffixes, and using context clues. Have students work with a partner first to determine a word's meaning, then gather the students together to verify and clarify as needed.
- ▶ Read pages 6–7. Show students how the author differentiates between the two languages presented in the text, using italics to indicate text in English. In addition, compare and contrast the way the dialogue is written in English and in Spanish with the differences in punctuation.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 8–9. Have students compare and contrast the different meals the girl eats for breakfast when visiting each of her grandparents. Ask students: *¿Cómo se siente la niña con los desayunos diferentes? ¿Por qué?* (How does the girl feel about the different breakfasts? Why?) Have them discuss what they eat when they visit their grandparents or other relatives, and relate it back to the story by comparing their experiences with that of the girl.
- ▶ Read pages 18–19. Ask students: *¿En qué se parecen las sorpresas de los abuelos? ¿En qué se diferencian? ¿Cómo reacciona la niña ante las sorpresas?* (How are the grandparents' surprises similar? How are they different? How does the girl react to the surprises?) Have students make a text-to-self connection by describing a time when they received a special surprise or gift from a grandparent or other relative and relate their experiences back to the story.
- ▶ Read pages 24–31. Ask students: *¿Cómo celebra la niña su cumpleaños? ¿Por qué creen que lo celebra así?* (How does the girl celebrate her birthday? Why do you think that is?) *¿En qué se parece o se diferencia a la forma en que celebras tu cumpleaños?* (How is it different than the way you celebrate your birthday?) Distribute Venn diagrams (Graphic Organizer #6) and have students compare and contrast the birthday celebration in the book with their own celebrations, using phrases, labels, or images. Have students share their diagrams with the class. ✓

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Ask these or similar questions: *¿Qué día visita la niña a los padres de la mamá? ¿Y a los padres del papá?* (On what day does the girl visit her mother's parents? And her father's parents?) *¿Qué sorpresas le dan los abuelos a la niña?* (What surprises do the grandparents give the girl?)

AT-LEVEL STUDENTS

- Read the text aloud to students. Have students repeat words and sentences after you.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿En qué se parecen las abuelas de la niña? ¿En qué se diferencian?* (How are the girl's grandmothers similar? How are they different?) *¿Por qué dice la niña que los sábados y los domingos son sus días especiales?* (Why does the girl say that Saturdays and Sundays are her special days?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to students. Then have a guided or independent reading session.
- Elicit couplets, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué escribió la autora el libro en dos idiomas?* (Why did the author write the book in two languages?) *¿A cuál de sus abuelos le gusta la niña visitar más? ¿Cómo lo sabes?* (Which grandparents does the girl like to visit the most? How do you know?)

POST-READING

- ▶ Have students analyze their predictions of the story. Have them determine if their predictions were correct or not and why. ✓
- ▶ Divide students into groups and have them discuss the advantages of being bilingual and bicultural like the main character in the story. Have students write down their thoughts and share them with the group members, including details from the story or their own personal experiences to support their point of view. Then reunite students and create a discussion web on the board with all the students' viewpoints.
- ▶ Distribute Venn diagrams (Graphic Organizer #6) to pairs of students. Have them compare and contrast the days the main character spends with her grandparents, including activities, food, language, etc. Then have students write a short summary comparing and contrasting the girl's experiences and present it to the class. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students work in groups to research the ways that children celebrate birthdays around the world. Assign each group a country or region to focus on. Then have them present their information to the rest of the class, using drawings, songs, photographs, etc.
- ▶ Have students conduct an interview with their parents or immediate relatives to determine the names of their grandparents and where they were born and raised. Then have them create a family tree and describe it to the rest of the class. Next, have students compare their families to the main character in the story and to each other.
- ▶ Have students conduct an interview with their grandparents about their life history. Have students formulate questions as a class and then copy down the questions to take home to ask and answer. Questions should include where and when their grandparents were born, what life was like during that time, and what languages their grandparents spoke as children. Have students organize their information into a poster or other visual and present it to the class. ✓

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students draw a picture of a day they have spent with their grandparents. If students no longer have grandparents, they can choose another relative. Then have students write sentences to describe the scene, including as many details as possible. Encourage students to use their senses and adjectives to help them write. 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. idéntico | a. que está muy rico |
| 2. distinta | b. igual |
| 3. exquisito | c. ave nocturna |
| 4. lechuza | d. que no es igual |

B Dibuja un circo. Describe tu dibujo.



Answers will vary but should contain as many details as possible about the drawing.



Nombre _____

Comprensión lectora

A ¿Sí o no?

1. La niña visita a sus abuelos los fines de semana.



Sí



No

2. Los sábados, la niña visita a los abuelos que hablan español.



Sí



No

3. A la niña le encantan las sorpresas.



Sí



No

B ¿Qué hará la niña el próximo fin de semana?

La niña

Possible answer: visitará a sus abuelos.



Nombre _____

Vocabulario

A Une.

- | | |
|--------------|----------------------|
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☐ Sí ☐ No

3. A la niña le encantan las sorpresas.

☐ Sí ☐ No

B ¿Qué hará la niña el próximo fin de semana?

La niña _____