

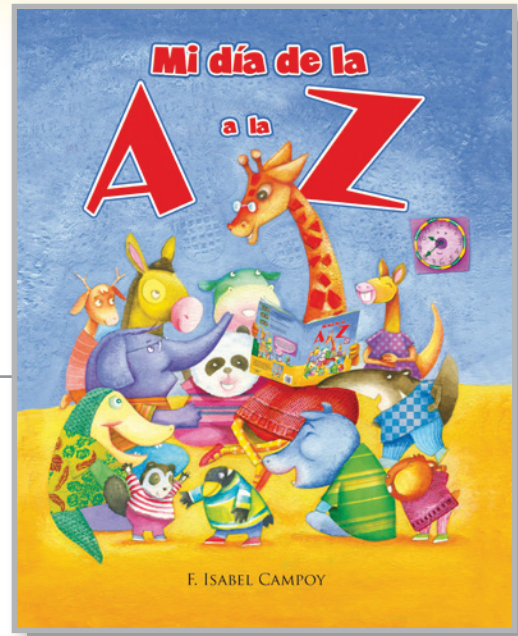


Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

Mi día de la A a la Z

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COMPLEXITY

F&P Guided Reading Level C / Lexile Level 310L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Fantasy

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Recognize a fantasy fiction text.
- Retell a story including key details.
- Identify characters, settings, and major events in a story.
- Describe the relationship between illustrations and the story.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Recognize that the accent mark is placed above a vowel to indicate emphasis placed on that syllable.
- Use a combination of drawing, dictating, and writing to narrate a single event, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Explore word relationships and nuances in word meanings.
- Identify and sort pictures of objects into conceptual categories.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds.



Together we foster lifelong readers

MATERIALS

- paper, glue, pencils, scissors, and crayons
- *Secuencia de sucesos, Tabla de dos columnas* (Graphic Organizers #28 and #30)*
- chart paper, markers, index cards, and sentence strips
- globe, lamp

SUMMARY

Learn the alphabet and tell time while following Fany the Elephant during an exciting and unforgettable school day.

STANDARDS

SLAR CCSS RL K.1, RL K.2, RL K.3, RL K.4, RL K.5, RL K.7, RL K.10, RF K.2, RF K.1.d, RF K.3h, W K.3, W K.5, SL K.3, SL K.6, L K.5

Math CCSS 1.MD.B.3

SLAR TEKS K.2.H, K.3.C, K.4.B, K.5.D, K.6.A, K.8.A, K.8.B, K.13.C, K.13.E, K.14.A, K.15.A, K.16.A.iii, K.21.A, K.22.A

NCSS II. Time, Continuity, and Change; III. People, Places, and Environments; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions

Science TEKS K.8.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

adivinanza – *juego que consiste en descubrir la solución de una pregunta o el sentido de una frase / riddle*

cenar – *comer la cena (última comida del día) / to have dinner*

contento(a) – *alegre; feliz / pleased; glad*

favorito(a) – *preferido(a) / favorite*

lavarme (lavarse) – *limpiarse con agua y jabón / to wash*

levantarse – *despertarse / to get up; to get out of bed*

desayuno (desayunar) – *comer la primera comida del día, por la mañana / to eat breakfast*

me seco (secarse) – *quitarse el agua con una toalla / to dry*

trajo (traer) – *llevar hasta donde estamos / to bring*

Advanced Vocabulary

bostezando (bostezar) – *abrir la boca involuntariamente cuando se tiene sueño / to yawn*

caliente – *que tiene una temperatura alta / hot*

cansado(a) – *que tiene cansancio, falta de fuerzas / tired*

divertido(a) – *que produce alegría, que divierte / funny; entertaining*

dulce – *de sabor parecido al del azúcar / sweet*

elegante – *que tiene elegancia / elegant*

excelente – *que es extraordinario, muy bueno / excellent*

(el) mejor – *el más bueno / the best*

sabroso(a) – *que tiene mucho sabor y está bueno / tasty*

* 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 all the vocabulary necessary to complete the activities (e.g., *adjetivos, sustantivos, verbos*) and review directions and commands, such as *completa, describe, dibuja*.
- Have students take turns explaining new vocabulary in their own words. Encourage them to use words, models, and pictures as they come up with their own definition.
- Draw a three-column chart on the board. Label the columns *Verbos* (Verbs), *Sustantivos* (Nouns), and *Adjetivos* (Adjectives). Review the different parts of speech and what types of words belong in each category. Have students classify the vocabulary words into three parts of speech. Have students discuss the reasons for their classifications.
- Write the word *caliente* on the board. Have a student name the first letter and give the sound it makes. Have them find other vocabulary words with the same hard *c* sound. Then write the word *cenar* on the board. Have students repeat the beginning soft *c* sound after you. Ask them what letter it sounds like. Elicit *s*. Explain that the letter *c* is one letter that can change its sound before certain vowels (*i, e*). Write other words on the board that begin with the letter *c* (e.g., *cielo, carro, cepillo, comedor*). Say each one with students. Then have them classify the words in a *Tabla de dos columnas* (Graphic Organizer #30) that is labeled *c fuerte* and *c suave*.
- Write the sentences *El niño está contento. La niña está contenta*. (The boy is glad. The girl is glad.) on the board. Have volunteers read them aloud. Explain that certain nouns cause adjectives to change based on the gender of the noun. Practice using other adjectives, including *dulce* and *elegante*, which remain the same regardless of the gender of the subject of the sentence.

READING

READING FOUNDATIONAL SKILLS

- ▶ Write all the letters of the alphabet, in capitals, on one set of notecards, and all the letters in lowercase on another set. Distribute one capital and one lowercase letter to each student. If they have a match, have students hold up their cards. If not, they must search the other students' cards to find the proper match. Continue until all capital letters are matched with their lowercase partners.
- ▶ Choose five to ten words from the book, including two pairs of rhyming words. Write them on the board. Read each word with students. Then have them identify the pairs of rhyming words and circle them. Have students underline the letters and syllables that help make the words rhyme. Repeat with other sets of words.
- ▶ Write the word *día* on the board. Divide the word into its onset and rhyme (*d-* and *-ía*). Have students pronounce each after you. Then change the onset to different ones to produce new words, such as *p* + *-ía* = *pía*; *m* + *ía* = *mía*; *t* + *ía* = *tía*.

PRE-READING

- ▶ Show students the cover of the book. Ask them for the title, the author's name, and the illustrator's name. Have students view the illustration on the front cover and on the title page and discuss what the characters are doing and how they look. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Crees que este cuento es realista o fantástico?* *¿Por qué?* (Do you think this story is realistic or fantasy? Why?)
- ▶ Conduct a picture walk. See if students can find the digital clocks on each page and ask them why they think the clocks are there.
- ▶ Have students make predictions about what Fanyt will do in the story. Have them discuss different possibilities and give reasons for their answers.
- ▶ Tell students they will read a story about a little elephant named Fanyt. Tell them to pay attention to what Fanyt does and how he describes things around him, and to the clocks presented on each page.

READING

- ▶ Read the text aloud. Then have students read along with you, tracking print. Ask students: *¿Qué tipo de libro es este?* *¿Presenta un cuento o presenta información?* *¿Puedes ver los mismos personajes en todo el 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 characters that experience some problem throughout the story before finding a solution.
- ▶ Have students raise their hands each time they hear one of the vocabulary words. Then read the sentences with the vocabulary words. Have them discuss if the word is used as a *verbo*, *sustantivo*, or *adjetivo*. Discuss the adjectives that the author uses throughout the story. Ask students why they think the author used those words and not others.
- ▶ Have students raise their hands when they make a text-to-text connection and recognize words from previously read stories, such as *maestra*, *escuela*, *divertido*, *música*, and *contento*. Ask them to determine if the words mean the same as when they were used in other stories.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ As you read, point out words with accent marks, such as *papá*, *sí*, *léeme*, *rincón*, and *después*. Write the words on the board and demonstrate how more emphasis is placed on those syllables containing letters with accent marks. As you continue to read, have students point out other words with accent marks and have them practice pronouncing the words correctly.
- ▶ Have students point to the illustrations of places where Fanty is and help them identify those places. Then ask: *¿Qué puedes hacer en la escuela?* (What do you do at school?) *¿A dónde va Fanty después de la escuela?* *¿Por qué?* (Where does Fanty go after school? Why?) ✓
- ▶ Have students point to the illustrations of things Fanty is doing during the day. Then ask: *¿Qué hace Fanty por la mañana?* *¿Por la tarde?* *¿Por la noche?* *¿Por qué?* (What does Fanty do in the morning? In the afternoon? At night? Why?)
- ▶ Have students look at the running clock throughout the story. Then ask: *¿Qué observan en el reloj durante el cuento?* *¿Por qué cambia durante las diferentes partes del cuento?* (What do you observe about the clock throughout the story? Why does it change during different parts of the story?)

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. Have above-level students read with emergent students to act as mentors/tutors. Ask these or similar questions: *¿A qué hora se levanta Fanty?* (At what time does Fanty wake up?) *¿Qué come Fanty en el desayuno?* (What does Fanty eat for breakfast?) *¿De qué habla la maestra primero?* (What does the teacher talk about first?)

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: *¿Cómo es Fanty?* *¿Cómo es su gato?* (What is Fanty like? What is his cat like?) *¿Por qué se ríen cuando escuchan adivinanzas?* (Why do they laugh when they listen to riddles?) *¿Por qué Fanty almuerza ensalada y frutas?* (Why does Fanty eat salad and fruit for lunch?)

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 piensa Fanty que vestirse solo es divertido?* *¿Estás de acuerdo?* (Why does Fanty think that dressing himself is fun? Do you agree?) *¿Por qué no pueden jugar afuera cuando está lloviendo?* (Why can't they play outside when it's raining?) *¿Por qué el gato recibe muy contento a Fanty cuando llega a casa?* (Why is the cat glad when Fanty arrives home?)

POST-READING

- ▶ Have students create a list about what they do each day. Elicit wake up, eat breakfast, go to school, play with friends, go to sleep, and so on. Then have them discuss their list with a partner and add any additional information to it. Repeat with students in small groups and finally as an entire class. Then reread the story with students. Together as a class, create a list of the actions that Fanty does during the day. Have students revisit their daily activities lists and compare them to what Fanty did in the story. Have students complete a comparison matrix using checkmarks to show how they and Fanty have similar or different days.

- ▶ Have students create a personal profile of their favorite character from the story. Have them include a physical description as well as a behavioral description. Encourage students to use vocabulary and phrases from the text. Then have students compare their profiles with a partner, and then with small groups of students. ✓
- ▶ Assign each student a page from the text to summarize what happened. Have them write the summary on sentence strips or dictate their summaries to you. Then write the different times from the book on separate index cards. Read the summaries aloud as a class and work with students to play the events in chronological order. Have students match the time cards with the correct events. ✓
- ▶ Have students create an A-Z picture dictionary of the words highlighted in the text. Leave the book in the classroom for students to use as a reference tool in the classroom.

▶ CONNECTION WITH CONTENT AREAS: MATH, SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Distribute a blank schedule to students that list the hours from 6:00 AM to 9:00 PM. Have students write the activities they do on a daily basis on each line of the schedule. Have them compare their schedules with a partner and then with a small group. ✓
- ▶ You may want to use this book to practice how to tell time on analogue and digital clocks. Assign students different pages from the book and ask them to draw both the analogue and digital clocks shown on their pages on different index cards. Collect and scramble the cards. Then play a matching game by having students pick an analogue clock card and then the digital clock that shows the same time.
- ▶ Discuss how time differs around the world based on location due to the different time zones. Compare the current time to the time in other countries. Explain that this has to do with when the Earth is rotating around the Sun and how much sunlight it is receiving at a particular time of day. Use a globe and a lamp to demonstrate how one part of the Earth experiences daytime while the other experiences nighttime due to the way the Earth is facing the Sun.
- ▶ Have students research the different time zones throughout the country. Write a list of cities on the board and ask students to choose one. As a class, determine what the current time is based on the time zone the city is located in. Then have students count the number of hours that differ between that city's time and your current time.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Discuss sequencing and its importance to understanding a story. Elicit that knowing when the events of a story happened can help students comprehend it. Ask students for words in stories that help them figure out the sequence of events. Elicit words such as *primero*, *luego*, *después*, *por fin* (first, then, next, finally). Distribute the sequence of events chart (Graphic Organizer #28) to have students draw what happened first, next, and last. Then have students label the events or write sentences about the events of the story using those transition words. 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 Escribe la palabra que va con cada dibujo.

levantarse bostezar secarse lavarse



1. _____ bostezar



2. _____ levantarse



3. _____ lavarse



4. _____ secarse

B Identifica la relación correcta.

caliente sabroso dulce

1. Frío es a hielo como _____ caliente _____ es a fuego.

2. Contento es a feliz como _____ sabroso _____ es a delicioso.



Nombre _____

Comprensión lectora

A Encierra en un  círculo la hora correcta.

1. Fanty se levanta.



2. Fanty almuerza.



3. Fanty cena.



4. Fanty duerme.



B Escoge la sílaba que completa la palabra.

ca ce ci co cu

1. dul_ _ _ _ _
 ce

2. lo_ _ _ _ _
 co

3. músi_ _ _ _ _
 ca

4. re_ _ _ _ _
 ci

5. _ _ _ _ _
 cu

6. _ _ _ _ _
 ca



Nombre _____

Vocabulario

A Escribe la palabra que va con cada dibujo.

levantarse bostezar secarse lavarse



1. _____



2. _____



3. _____



4. _____

B Identifica la relación correcta.

caliente sabroso dulce

1. Frío es a hielo como _____ es a fuego.

2. Contento es a feliz como _____ es a delicioso.



Nombre _____

Comprensión lectora

A Encierra en un  círculo la hora correcta.

1. Fanty se levanta.



2. Fanty almuerza.



3. Fanty cena.



4. Fanty duerme.



B Escoge la sílaba que completa la palabra.

ca ce ci co cu

1. dul_____

2. lo_____

3. músi_____

4. re_____be

5. _____chillo

6. _____liente