



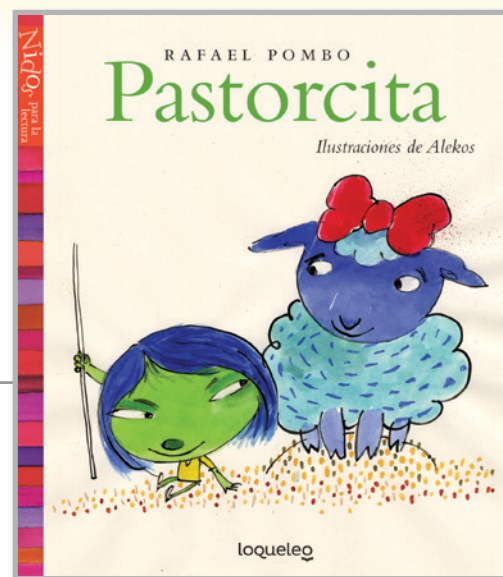
## Lesson Plan and Activities

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

### Pastorcita

Author: **RAFAEL POMBO**

Illustrator: **ALEKOS**



### COMPLEXITY

F&P Guided Reading Level J / Lexile Level N/A (Poetry)

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Literary Text: Narrative Poem

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- Name the author and illustrator of a text and define the role of each.
- Identify key details in a literary text.
- Ask and answer questions about a text, and request clarification if something is not understood.
- Retell stories, including key details.
- 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.
- Use a combination of drawing, dictating, and writing to tell a story.
- Participate in shared research activities.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, pencils, crayons
- sentence strips or index cards
- chart paper, markers
- *Mapa del cuento* (Graphic Organizer #16)

## SUMMARY

Generations of children have been charmed by nursery rhymes. This version of Little Bo Peep relates what might happen if the sheep came home without their tails. *Pastorcita* combines rich language and colorful illustrations to highlight the power of imagination and invention to solve problems.

## STANDARDS

**SLAR CCSS** RL K.1, RL K.2, RLK.3, RL K.4, RL K.5, RL K.6, RL K.7, RL K.10, RF K.1a–c, RF K.2.a,e, RF K.3.a, RF K.4, W K.1, W K.2, W K.3, W K.5, 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,d,f, L K.2.a,b,d, L K.4.a, L K.5.a,c, L K.6

**SLAR TEKS** K.1.A, K.1.G, K.2.C, K.2.D, K.3.A, K.3.B, K.4.A,B, K.5.A,B, K.6.A, K.7.A, K.8.A, B, K.13.A,C,D,E, K.14.A, K.15.A, K.16.A.ii,iii, K.16.B,C, K.17.A–C, K.18.A–C, E K.19.A,B, K.20.A,B, K.21.A, K.22.A, K.23.A

**NCSS** I. Culture, IV. Individual Development and Identity

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**andarán (andar)** – *ir de un lugar a otro dando pasos* / to walk

**balar** – *dar balidos algunos animales, como la cabra o la oveja* / to bleat

**castaño** – *árbol de tronco grueso* / chestnut tree

**darán (dar)** – *ofrecer, entregar* / to give

**enfades (enfadarse)** – *enojarse con alguien* / to become angry

**raboncitas (rabonas)** – *animales que no tienen rabo o que lo tienen más corto de lo normal* / tailless

**rebaño** – *grupo de ovejas, cabras u otro tipo de ganado* / flock

**traerán (traer)** – *llevar hasta donde estamos o al lugar que se dice* / to bring

**vendrán (venir)** – *moverse o ir alguien o algo hasta donde estamos* / to come

## Advanced Vocabulary

**engañada (engañar)** – *hacer creer algo que no es cierto* / to trick

**enseguida** – *en un momento, inmediatamente* / immediately; right away

**esperando (esperar)** – *quedarse una persona en un sitio hasta que venga alguien o suceda alguna cosa* / to wait

**ingrediente** – *cada una de las cosas con que se hace un guiso, una bebida, un medicamento* / ingredient

**inventar** – *encontrar algo nuevo o una nueva forma de hacer una cosa* / to invent

**observando (observar)** – *mirar atentamente a alguien o algo* / to observe

**remendar** – *arreglar algo viejo o roto, poniendo un parche o cosiéndolo* / to mend

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://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 instruction words (including those identified in Advanced Vocabulary), such as *ambiente*, *personajes*, *clasificar*, *completar*, *comparar*, *ordenar*, *una*.
- Write the vocabulary words on sentence strips or index cards. Have students repeat the words. Distribute the vocabulary cards and have students pantomime their meaning for others to guess.
- Have students work with partners to complete a word sort, using categories such as *verbos*, *pertenecen a los animales*, and *palabras con acento o tilde* (verbs, relating to animals, and words with accents or tilde). Have students explain their reasoning, making sure that students speak clearly and in complete sentences.
- Distribute paper and crayons or markers to each student. Distribute a vocabulary word to each. Have them create a drawing showing the meaning of their word.
- **Vocabulary Puzzles** Write the vocabulary words on sentence strips or index cards, then cut each one into syllables using irregular lines resembling a jigsaw puzzle. Give each group of two or three students student three or four vocabulary words. Have them assemble the vocabulary puzzles. When they finish, have volunteers read the words they've created.

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Read pages 10–14 of the text to students, tracking words and emphasizing rhyme and rhythm. Have students read the page with you while you track each word. Repeat, having students lead the exercise. Point out the rhyming words: *andarán*, *vendrán*, and *darán*. Ask students what the words have in common and help them create their own definition of rhyming words.
- ▶ Say the words *castaño*, *rebaño*, and *engañada*, having students repeat them after you. Say the sound for /ñ/ and have students identify the letter that represents that sound. Show students the words and have them locate the letter ñ, then the syllable in each word where it is located.
- ▶ Prepare word cards corresponding to the rhymes in the text (*balar*, *llorar*, *cantar*; *quizás*, *detrás*, *más*; etc.) Pronounce each word each word slowly and clearly, then have students group each set of rhyming words together. ✓

### PRE-READING

- ▶ Read or have students recite a famous nursery rhyme. Have students brainstorm a list of all the nursery rhymes they know. Ask students to identify rhyming words, and ask them to generate rhymes for common words, such as *casa* (*masa*, *pasa*), *gato* (*pato*, *rato*), etc. Remind students that the story they will be reading is a poem, and that poems are a very special type of text that use rhyme and rhythm to help readers enjoy the text and remember it better.
- ▶ Ask students: *¿Te has preguntado lo que pasa después de una canción infantil?* (Have you ever wondered what happens after the end of the nursery rhyme?) Tell them that they're going to read a book that does exactly that. Show the cover of the book and ask students to predict which nursery rhyme it might be about. Ask students to identify the author and the illustrator and explain what each one does.
- ▶ Tell students that good readers pay attention to important features of the stories they read so they can understand it better. Refer to the *Mapa del cuento* (Graphic Organizer #16), explaining the key terms *ambiente*, *personajes*, *problema*, *sucesos*, and *solución*, and tell students that they will be using it to record important details from the story.

### READING

- ▶ Show pages 10 and 11 of the text and ask children to describe what they see in the picture. Then ask: *¿Por qué crees que las ovejas están cabeza abajo?* (Why do you think the sheep are upside down?) Tell them that they will see many interesting details in the illustrations that will make the story more enjoyable.
- ▶ Read pages 10–14. Ask: *¿Por qué piensas que el autor escribió “que traerán sus colas”?* (Why do you think the author said, “they’ll bring their tails”?) Point out that poets use words in special ways to help us paint a picture of the story in our minds.
- ▶ Read pages 16–17. Ask students to describe the illustrations. Ask: *¿Oyó de verdad Pastorcita a las ovejas? ¿Qué dice el texto que te ayuda a saberlo?* (Did Pastorcita really hear her sheep? What does the text say to help you know?)
- ▶ Read pages 18–23. Ask: *¿Por qué está llorando Pastorcita? ¿Qué consejo le dio el autor?* (Why is Pastorcita crying? What advice did the author give her?)
- ▶ Read page 27. Ask: *¿Qué pasó con las colitas de las ovejas? ¿Por qué las llama “raboncitas”?* (What happened to the sheep’s tails? Why does Pastorcita call them *raboncitas*?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 28–29. Ask: *¿Qué vio Pastorcita? ¿Qué piensas que va a hacer?* (What did Pastorcita see? What do you think she will do?)
- ▶ Read pages 30–33. Ask: *¿Está viendo colas de verdad? ¿Qué ingredientes usa para pegar las colitas?* (Is Pastorcita seeing real tails? What are the ingredients for mending the sheep's tails?)

## 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 problema tiene Pastorcita?* (What problem does Pastorcita have?)

### 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: *¿Cómo sabes que Pastorcita tiene una idea?* (How do you know that Pastorcita has an idea?)

### 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: *¿Cómo resuelve Pastorcita el problema de las colas sueltas?* (How does Pastorcita solve the problem of the loose tails?)

## POST-READING

- ▶ Review the story elements presented before reading. Have students identify each element in the text and record their responses on chart paper. Distribute the *Mapa del cuento* (Graphic Organizer #16) and model how to complete it. Help students complete the chart by referring them to the class chart and the text. ✓
- ▶ Tell students that the *Mapa del cuento* can help them remember the story and be able to tell it to someone else. Have students work in pairs, taking turns retelling the story, using the Story Map as a guide. ✓
- ▶ Have students draw their favorite part of the story and write a word, phrase, or sentence to describe it. ✓

## ► CONNECTION WITH CONTENT AREAS: SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Remind children that Pastorcita had to invent a solution to solve a problem with her sheep. Then have students brainstorm some of the problems they face in class: organizing workstations, managing materials, classroom procedures, etc. Allow students to select a problem and work in groups to think of some possible solutions. ✓
- Using the solutions generated in step one, have students choose one, then create a two- or three-step plan for solving the problem and make a poster showing the steps, using illustrations and single words, phrases, or a sentence. Implement the solution for a week and ask students to evaluate their solution. ✓
- Review the word *inventar*, pointing out that inventors create new things to solve problems. Show some common objects, then have students select one and research its inventor. Students should create an illustration of the invention and write a caption, sentence, or brief report, depending on their proficiency level. ✓

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a story about what Pastorcita and her sheep did after they got their new tails. Below-level students may write only one word or a label, while At-level and Above-level students should be able to write phrases, fact statements, 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 \_\_\_\_\_

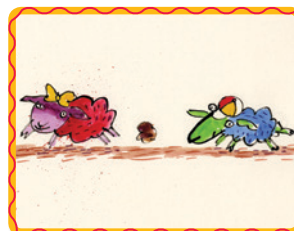
## Vocabulario

**A** Encierra en un  círculo la palabra correcta.



rebaño

castaño



vendrán

balar



ingrediente

darán



engañada

observando

**B** Completa las oraciones.

andarán    ingredientes    inventar    traerán

1. Quiero \_\_\_\_\_ inventar \_\_\_\_\_ algo útil.

2. La sopa tiene muchos \_\_\_\_\_ ingredientes \_\_\_\_\_.

3. ¿Por dónde \_\_\_\_\_ andarán \_\_\_\_\_ las ovejas?

4. ¡Me \_\_\_\_\_ traerán \_\_\_\_\_ un regalo por mi cumpleaños!





Nombre \_\_\_\_\_

## Comprensión lectora

**A** Ordena los sucesos del cuento.



**B** ¿Cuál fue el problema de Pastorcita?

\_\_\_\_\_

Sus ovejas perdieron sus colas.

**C** ¿Cómo solucionó Pastorcita su problema? Haz un dibujo y escribe una oración que lo explique.

Answers will vary but should include Pastorcita making new tails for her sheep.

Answers will vary but should refer to Pastorcita creating new tails for her sheep.





Nombre \_\_\_\_\_

## Vocabulario

**A** Encierra en un  círculo la palabra correcta.



rebaño  
castaño



vendrán  
balar



ingrediente  
darán



engañada  
observando

**B** Completa las oraciones.

andarán    ingredientes    inventar    traerán

1. Quiero \_\_\_\_\_ algo útil.

2. La sopa tiene muchos \_\_\_\_\_.

3. ¿Por dónde \_\_\_\_\_ las ovejas?

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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