



## Lesson Plan and Activities

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

### Patito, ¿dónde estás?

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### COMPLEXITY

F&P Guided Reading Level C / Lexile Level 360L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Literary Text: Realistic Fiction

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- ➔ Recognize a realistic fiction text.
- ➔ Ask and answer questions about key details in a text, and request clarification if something is not understood.
- ➔ Identify characters, settings, and major events in a story.
- ➔ Name the author and illustrator of a story and define the role of each.
- ➔ Recognize and reproduce rhyming words.
- ➔ Describe the relationship between illustrations and the story.
- ➔ Read emergent-reader texts with purpose and understanding.
- ➔ Use a combination of drawing, dictating, and writing to narrate a single event and provide a reaction to what happened.
- ➔ Respond to questions and suggestions from peers to strengthen writing.
- ➔ Understand and position words in the context of writing and speaking.
- ➔ Follow, restate, and give oral instructions that involve a short, related sequence of actions.
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.



**Together we foster lifelong readers**

## MATERIALS

- ➔ paper, pencils, and crayons
- ➔ sentence strips and notecards

- ➔ *Tabla de dos columnas*  
(Graphic Organizer #30)\*

## SUMMARY

A little boy has lost his little brown duck. He looks over, under, and inside many places to find it. Where could that little duck be hiding?

## STANDARDS

**SLAR CCSS** RL K.1, RL K.3, RL K.5, RL K.6, RL K.7, RF K.1c, RF K.2, RF K.3.b, RF K.3.d, RF K.4, W K.3, W K.5, SL K.2, L K.1e

**Math CCSS** K.CC.A.1, K.G.A.1, K.MD.A.1, K.MD.A.2

**SLAR TEKS** K.2.D, K.4.A, K.4.B, K.9.B, K.10.A, K.14.B, K.17.D, K.19.C, K.20.A, K.27.B

**NCSS** III. People, Places, and Environments

**Math TEKS** K.1.A, K.1.C, K.2.A, K.2.B, K.7

**Social Studies TEKS** K.3.B, K.4.A, K.14.B, K.14.C, K.15.A, K.15.B

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**amigo(a)** – *compañero(a)* / friend

**color de café** – *de color marrón* / brown

**en medio de** – *en el centro de* / in the middle of

**en un dos por tres** – *en un momento,*  
*rápidamente* / in no time

**te encuentras (encontrarse)** – *estar*  
/ to be (location)

**te escondes (esconderse)** – *ponerse donde no se*  
*vea y sea difícil de encontrar* / to hide; to conceal

**saber** – *conocer* / to know

**tenedor** – *cubierto para pinchar los alimentos* /  
fork

## Advanced Vocabulary

**agua** – *líquido de lagos, ríos, mares o de la lluvia*  
/ water

**cielo** – *espacio que rodea a la Tierra* / sky

**debajo de** – *abajo* / under; underneath

**detrás de** – *en la parte de atrás de algo*  
/ behind

**en** – *dentro de* / in

**flor** – *parte de la planta que tiene pétalos de*  
*colores* / flower

**patito** – *pato chiquito* / duckling

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- 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.
- Be sure that students understand all the vocabulary necessary to complete the activities, and review directions and commands, such as *completa*, *describe*, *dibuja*, as necessary.
- Have students use each of the vocabulary words in their own sentences. Model the activity first by showing how to include part of the word's definition or other context clues in the sentences. Then have students copy their sentences on sentence strips. Shuffle the strips and distribute them to the class. Have volunteers read the sentence and point out the context clues in the sentence that can help them determine the meaning of the word.
- Write on the board the words *debajo de*, *detrás de*, *en medio de*, *en*. Demonstrate the meaning of each of these words by putting an object under, behind, in the middle of, and on a book or secondary object. Explain to students that these are *palabras de posición* (position words) that help show the position of an object. Have students brainstorm other position words and create a class list to post in the room. Assign each student a different position word and have students create a picture dictionary of position words.
- Write the words *pato* and *patito* on the board. Ask students what they have in common. Then show a picture of a duck and a duckling. Have students try to guess the relationship between the pictures and the words. Elicit that adding *-ito* or *-ita* to the end of a word signifies that it is a smaller or younger version of the root word. Write *gata*, *perro*, *abuela*, *papá* (cat, dog, grandmother, father) and have students state the diminutive (*diminutivo*) form of the word: *gatita*, *perrito*, *abuelita*, *papito*. Ask students to use the words in a sentence.
- Play a game of *Escondidas* (Hide-and-Seek). Have someone hide while saying *Estoy escondido(a)* (I am hiding) and have the rest of the class try to find him or her by saying *Te encontraremos*. (We will find you.)

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Have students name the five vowels in the Spanish language and produce their sounds. Remind students that vowels have only one sound in Spanish, unlike English vowels, which have short and long sounds. Write several words on the board and leave out the vowels. Say the word and have students determine which vowels are missing. Then have students pronounce the complete words.
- ▶ Write the words *patito* and *gatito* on the board. Have students identify the similarities and differences in the words. Elicit the sound and beginning letter. Say other pairs of words that are spelled almost exactly alike and have students identify the sounds that differ. Then have students try to spell the words on the board based on the sounds they hear.
- ▶ Ask students to identify the author's reason, or purpose, for writing the story. Ask students what they learned from the story and why they think the author wrote the story.

### PRE-READING

- ▶ Show students the cover of the book. Ask students for the title, the author's name, and the illustrator's name. Have students view the illustration on the front cover and title page and ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Creen que este cuento es realista o es fantástico?* *¿Por qué?* (Do you think this story is realistic or fantasy? Why?)
- ▶ Have students make a prediction about what the story will be about based on the cover illustration. Distribute the *Tabla de dos columnas* (Graphic Organizer #30) and have students write and/or draw their predictions in the left column. Have students discuss different possibilities and give reasons for their answers.
- ▶ Tell students they will read a story about a little boy looking for something, and to pay close attention to the different places where the child looks.

### READING

- ▶ Read the text aloud. Be sure to demonstrate proper fluency and inflection for students to mimic. Then have students read along with you, tracking print. Ask: *¿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 during the story before finding a solution.
- ▶ Read page 1. Then ask *¿Qué hace el niño?* *¿Cómo se siente?* *¿Por qué crees eso?* (What is the boy doing? How does he feel? Why do you think that?)
- ▶ Read pages 3–6. Ask: *¿Qué sonido oyen al final de cada pregunta?* *¿Oyen sonidos iguales?* (What sound do you hear at the end of each question? Are there any that sound the same?). Elicit that *flor* and *tenedor* both end in *-or*. Explain to students that these words *riman* (rhyme) because they have the same ending sound. Ask them to listen for any other words that rhyme as you continue to read.
- ▶ Read pages 3–8. Ask students to explain why they think the boy is looking in the places he is. Have students evaluate if they think the boy is doing a good job looking for his duckling or not and explain their reasoning.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Ask students which part of the story could be real and which parts are not real. Have them explain their answers by pointing to illustrations that support their statements.
- ▶ Read pages 3–6 again. Ask: *¿Qué ven al principio y al final de cada pregunta?* (What do you see at the beginning and end of each question?) Elicit *los signos de interrogación* (question marks). Explain that in Spanish a question has a question mark at the end, just like English, but there is also an upside down mark at the beginning of the question. Write several questions on the board in English and Spanish and have students compare the marks in each. Then write several more and have students practice writing the question marks. Repeat with *los signos de admiración* (exclamation points), page 10.
- ▶ Ask students: *¿Cómo se sentía el niño al final? ¿Por qué?* (How did the boy feel at the end? Why?) Have them cite examples from the text that support their answers. Have students make a text-to-self connection by identifying with having lost something and looking around for it.

## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have students chorally repeat after you.
- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Ask these or similar questions to check comprehension: *¿Dónde busca el niño al patito primero?* (Where does the boy look for his duckling first?) *¿Dónde buscaba el niño en el comedor?* (Where was the boy looking in the dining room?) *¿En qué cosa en el cielo buscaba al patito?* (In what thing in the sky did the boy look for his duckling?)


### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Dónde encontró el niño al patito?* (Where did the boy find the duckling?) *¿Cómo se siente el niño en la página 9?* *¿Por qué?* (How does the boy feel on page 9? Why?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué crees que el niño buscaba al patito en el agua?* (Why do you think the boy was looking for the duckling in the water?) *¿Crees que el patito es real o es un juguete?* *¿Por qué lo crees?* (Do you think the duckling is real or a toy? Why do you think so?) *¿Por qué estaba el patito escondido?* (Why was the duckling hiding?)

## POST-READING

- ▶ Have students confirm the predictions they made about what might happen in the story. Have them draw and/or write what happened in the story in the right column of their two-column chart from the Pre-Reading activities. Then have students compare and contrast their predictions.
- ▶ Ask students what they think will happen next and what the boy and duckling might do now that they have found each other. Ask: *¿Creen que el patito va a esconderse de nuevo?* *¿Por qué?* (Do you think the duckling will hide again? Why?) 

- ▶ Place the text from the story on separate notecards. Mix up the order and post the cards in the front of the room. Have students place the cards in order and reread the story correctly.
- ▶ Have students retell the story in their own words to a partner and finally to the entire class. Encourage students to use transition words, such as *primero*, *luego*, *después*, and *al final* (first, then, after, and finally). ✓
- ▶ Have students think of one word that summarizes what the story was about. ✓

## ▶ CONNECTION WITH CONTENT AREAS: MATH

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Hide an object in the room for students to find. Write the time on the board and then allow students to look for the object. Write down the time when the object is found. Then help students determine the amount of time it took to find the object.
- ▶ Have students compare the size of the duckling with the boy. Then have students measure their own heights and compare each other to see who is the tallest and shortest in the class. Then have students place themselves in a line from tallest to shortest and vice versa.
- ▶ Write the words *dos* and *tres* on the board. Have students practice spelling them. Then have students practice writing the numbers from one through twenty in Spanish. Play a memory game. Write the numbers on notecards and their spellings on other cards. Have students try to find matching pairs of cards.

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write and illustrate about a time when they lost something and tried to find it. Below-level students may write only one word or a label, while At-level and Above-level students should be able to write fact statements, couplets, or complete sentences. Have students complete this activity by having them give 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 Mira y escribe.

en   debajo   detrás   en medio

1. El patito está \_\_\_\_\_  
de la cama.

debajo



2. El patito está \_\_\_\_\_  
de la cama.

detrás



3. El patito está \_\_\_\_\_  
de la cama.

en medio

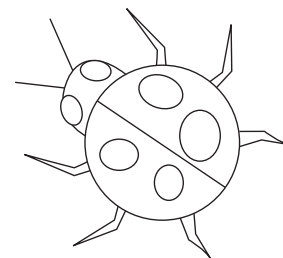
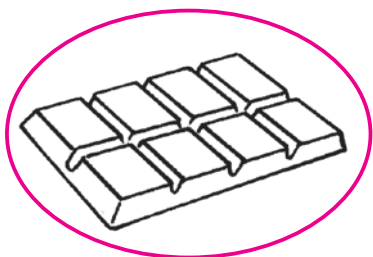


4. El patito está \_\_\_\_\_  
la cama.

en



### B Colorea las cosas que son de color café.







Nombre \_\_\_\_\_

## Comprensión lectora

### A Ordena.

4



3



2

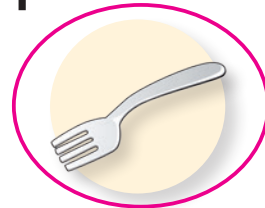


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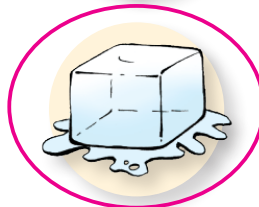


### B Rodea con un círculo la palabra que rima.

1. flor



2. cielo



3. pato



### C Escribe los signos que faltan.

1. ¿ ¿Dónde estás? ?

2. i Seremos amigos en un dos por tres !





Nombre \_\_\_\_\_

## Vocabulario

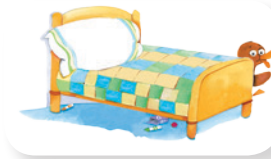
**A** Mira y escribe.

en    debajo    detrás    en medio

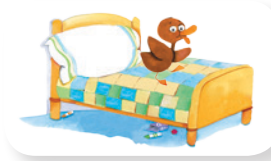
1. El patito está \_\_\_\_\_  
de la cama.



2. El patito está \_\_\_\_\_  
de la cama.



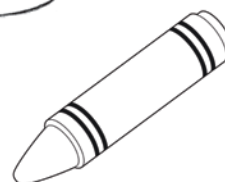
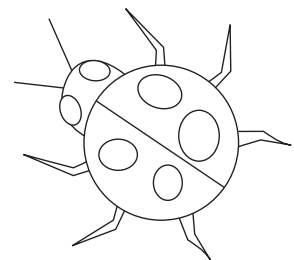
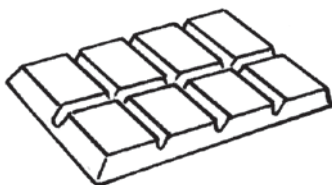
3. El patito está \_\_\_\_\_  
de la cama.



4. El patito está \_\_\_\_\_  
la cama.



**B** Colorea las cosas que son de color café.





Nombre \_\_\_\_\_

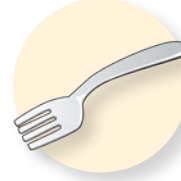
## Comprensión lectora

### A Ordena.



### B Rodea con un círculo la palabra que rima.

1. flor



2. cielo



3. pato



### C Escribe los signos que faltan.

1. \_\_\_\_ Dónde estás \_\_\_\_

2. \_\_\_\_ Seremos amigos en un dos por tres \_\_\_\_