



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



### Porque existes tú

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Illustrator: EULALIA CORNEJO

### COMPLEXITY

F&P Guided Reading Level E / Lexile Level 460L

#### 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 the role of each.
- Identify key details in an informational text.
- Ask and answer questions about a text, and request clarification if something is not understood.
- Interpret characters' emotions.
- 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 syllables in spoken words.
- Use a combination of drawing, dictating, and writing to identify and describe personal traits and preferences.
- Participate in shared research activities.
- Use graphic organizers to understand the similarities and differences among people.
- Ask questions about topics of class-wide interest.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, pencils, crayons
- index cards or sentence strips

- *Comparación y contraste*  
(Graphic Organizer #5)
- *Tabla de tres columnas*  
(Graphic Organizer #31)

## SUMMARY

This book depicts children who are very different physically, emotionally, and in their living situations. By exploring those differences, they discover that the world is a more wonderful place because they are in it.

## STANDARDS

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

**SLAR TEKS** K.1.F, K.1.G, K.2.B, K.2.G, K.2.H, K.3.A, K.3.B, K.3.H, K.4. B, K.5.B, K.5.D, K.6.A–B, K.9.A, K.10.A–C, K.13.A, K.13.C, K.13.E, K.15.A, K.16.A.iii, K.16.B–C, K.17.B–C, K.18.A–C, K.19.A, K.19.D, K.20.A–B, K.21.A, K.23.A

**NGSS** K-LS1-1

**NCSS** IV. Individual Development and Identity

**Social Studies TEKS** K.11.A

## VOCABULARY

### INSTRUCTIONAL FOCUS:

Academic Vocabulary

**delgada(o)** – *persona que tiene pocas carnes, flaca / thin*

**expresar** – *dar a entender con palabras, gestos o de otro modo lo que uno piensa, siente o quiere / to express*

**gordito(a)** – *persona o animal que tienen mucha carne o grasa / chubby*

**mejillas (mejilla)** – *parte de la cara que está debajo de los ojos y a cada lado de la nariz y la boca / cheeks*

**pecas (peca)** – *manchita de color marrón que sale en la piel, sobre todo en la cara / freckles*

**serio (seria)** – *se dice de la persona que no es o no está alegre, que no se ríe / serious*

**inquieto** – *que no se puede estar tranquilo / restless*

### Advanced Vocabulary

**agilidad** – *característica de las personas o cosas que se mueven con facilidad y soltura / agility*

**esfuerzo** – *lo que hace alguien cuando utiliza con mucha intensidad su cuerpo, sus fuerzas, su inteligencia, su voluntad o cualquier otra cosa / effort*

**habilidad** – *capacidad para hacer bien las cosas / ability*

**intentar** – *hacer lo necesario para realizar una cosa sin estar seguro de que lo va a conseguir / to try*

**lograr** – *llegar a hacer o a tener algo que se desea o intenta / to accomplish*

**tardar** – *emplear mucho tiempo en hacer algo / to delay*

**tranquilidad** – *estado calmado / tranquility, peace and quiet*

\* 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 the words *comparar y contrastar*, *semejanzas*, *diferencias*, *sinónimo*, *antónimo* (or *igual* and *opuesto*), 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 sometimes we use words to describe and compare things that are different. Introduce the word *opuesto* (opposite), telling students that some of our vocabulary words are opposites and that there will be words they know in the story that are also opposites. Give students the word cards corresponding to the following vocabulary words: *gordito*, *blanco*, *campo*. Have students create sentences using the frame \_\_\_\_\_ y \_\_\_\_\_ son palabras opuestas. 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.
- **Memory Game** Write the vocabulary words *gordito*, *habilidad*, *esfuerzo*, *intentar*, and *lograr* on index cards, enough for groups of four students. Place the cards facedown on a table or in a pocket chart. Have students work in groups of four, taking turns turning over two cards at a time, defining each word and saying whether they are opposites. If they are, the student earns a point. Play continues until all words are matched. The student with the most points wins the game.

## 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.
- ▶ Prepare syllable cards corresponding to three or four of the vocabulary words for each student. (Ex: *del-ga-da*, *gor-di-to*, *me-ji-llas*, *pe-cas*.) Model putting the cards close together to create a word and separating the cards to count syllables. Pronounce each word slowly and clearly, having students create each word from the syllable cards.
- ▶ Write the word *intentar* on the board. Say the sound for /i/ and have students identify the letter that represents that sound. Continue with the rest of the sounds. Have students use these sounds to make other words such as *ir*, *tira*, *tina*, etc. Repeat with other vocabulary words.

### 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 if they know anyone who looks exactly like them or who likes the same things as they do. Tell them that they will be reading about many children who are all very different and equally special.
- ▶ Use the content on pages 3–5 of the text to explain the concept of compare and contrast, saying that good readers compare details to help them understand what they’ve read. Tell students that after they finish reading the text, they will use a *Comparación y contraste* chart (Graphic Organizer #5) to help them compare the children in the book.
- ▶ Conduct a picture walk of the book, having students describe the children they see.

### READING

- ▶ Using pages 5–7 of the text, ask children to describe the differences they see. Tell students that when people read a text, they identify and compare details to help them understand what they’ve read. Display a Compare and Contrast Chart (Graphic Organizer #5) for reference throughout the lesson.
- ▶ Read pages 6 and 7. Have students compare the illustrations with the text. Ask: *¿Qué quiere decir la frase “tener ojos sólo en tu corazón”? ¿Cuáles son las claves que te ayudan entenderla?* (What do you think the phrase “to have eyes only in your heart” means? What are the clues that help you understand it?)
- ▶ Read pages 16–17. Tell students that when we speak, sing, or draw, we are telling people something, or communicating. Ask: *¿Qué piensas que están comunicando los niños en esas páginas? Explícalo.* (What do you think the children are communicating on these pages? Explain.)
- ▶ Read pages 19–21. Ask: *¿Qué habilidades tienen los niños? ¿Cuál de ellas te parece la más importante? ¿Por qué?* (What abilities do the children have? Which one do you think is the most important? Why?)
- ▶ Read pages 24–25. Ask: *¿Qué debes recordar? ¿Por qué es importante?* (What do you need to remember? Why is it important?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## 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: *¿En qué se diferencian los dos niños?* (How are the two children different?) *¿De qué parte del cuerpo se trata?* (What part of the body is this section about?)

### 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: *¿En qué se parecen los niños de esta página?* *¿En qué se diferencian?* (How are the kids on the page alike? How are they different?)

### 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: *Describe las diferencias entre los niños en las ilustraciones. ¿Piensas que las diferencias entre ellos son importantes? ¿Por qué?* (Describe the differences between the children in the illustrations. Do you think that the differences between them are important? Why?)

## POST-READING

- ▶ Return to the Compare and Contrast Chart (Graphic Organizer #5). After ensuring that students understand the terms *comparar*, *contrastar*, *sinónimo*, and *antónimo*, distribute the graphic organizer to students and have them each complete one with text or drawings. ✓
- ▶ Revisit the situations described in the text. Have students work with a partner to describe how they would react in the same situation, 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. Finally, have them share their ideas with the class. After that, 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

- ▶ Ask students to identify activities they enjoy. Then have them form a human graph for a few of them: *Me encanta hacerlo*, *Me gusta más o menos*, *No me gusta hacerlo*. Count the number of students in each group and have students create a pictograph using a *Tabla de tres columnas* (Graphic Organizer #31). You may assign specific activities or allow children to choose which one to graph. ✓
- ▶ Have students interview each other, asking each other about how they like to learn or play, following examples from the text. Then have volunteers describe their partner to the class. ✓
- ▶ Review the children featured in the text. Remind students that the children were all very different and that all children have many talents but some have disabilities. Show a brief video of the Paralympics and have students research one of the sports played there. Students should create an illustration of the event and write a caption, sentence, or brief report, depending on their proficiency level. ✓

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students identify what makes them unique, including their favorite feature, what they do best at school, their favorite pastime, etc. 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 Une.

1. gordita

2. silencio

3. serio

4. pecas

a.



b.



c.



d.



### B Dibújate. Escribe una palabra que te describa.

Answers will vary.



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Encierra en un  círculo. ¿Cierto o falso?

1. Todos los niños son altos.

Cierto

**Falso**

2. Todos los niños pueden bailar.

Cierto

**Falso**

3. No hay nadie igual a ti.

**Cierto**

Falso

**B** Haz un dibujo sobre lo que leíste en “Porque existes tú” y escribe una oración sobre tu dibujo.

Answers will vary.





Nombre \_\_\_\_\_

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