



Lesson Plan and Activities

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

¿Qué clase te gusta más?

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COMPLEXITY

F&P Guided Reading Level D / Lexile Level 430L

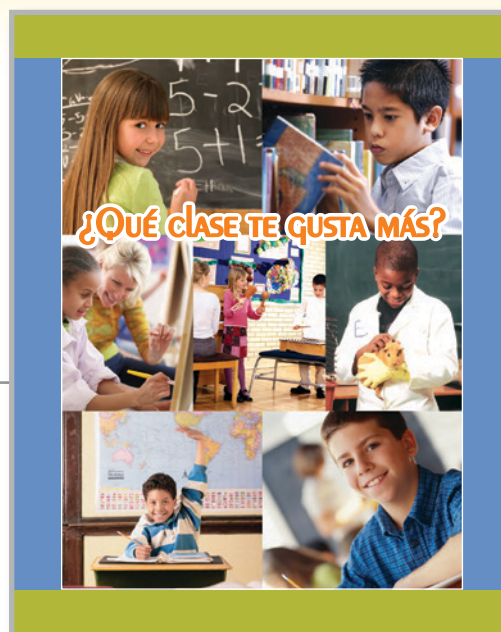
TEXT TYPE

Informational Text: Social Studies

OBJECTIVES

- Ask and answer questions about details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two ideas or pieces of information in a text.
- Ask and answer questions about unknown words in a text.
- Describe the relationship between images and the text in which they appear.
- Demonstrate understanding of the organization and basic features of print.

- Blend two to three phonemes into recognizable words.
- Use predictable patterns to read text.
- Recall information from experiences or gather information from provided sources to answer a question.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Separate and count orally the syllables of a word.



INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- ➔ writing paper, pencils, crayons
- ➔ construction paper
- ➔ notecards and sentence strips
- ➔ flash cards

SUMMARY

There are many subjects to study at school, such as math, science, art, and music. But how can you choose which is your favorite? Think about the things that you like to do and learn about. Then think in which class you could do those things. Now you can decide which class is really your favorite!

STANDARDS

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

SLAR TEKS K.1.C, K.1.F, K.1.G, K.2.B, K.2.H, K.3.D, K.4.B, K.5.A, K.5.B, K.9.A, K.13.E, K.16.A.i, K.16.C, K.18.D, K.18.E, K.19.A, K.20.A, K.21.A, K.21.B, K.22.A, K.23.A

NCSS IV. Individual Development and Identity; V. Individuals, Groups, and Institutions

Social Studies TEKS K.4.C, K.7.A, K.11.B, K.14.A, K.14.B, K.15.A

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

cantar – *hacer con la voz sonidos musicales*
/ to sing

chistosos(as) – *graciosos, que hacen reír*
/ funny; amusing

contar – *decir los números seguidos* / to count

cortos(as) – *que duran poco tiempo* / short

dibujar – *hacer dibujos* / to draw

largos(as) – *que duran mucho tiempo* / long

leer – *pasar la vista por las letras para comprender un texto* / to read

números – *signos que expresan cantidad*
/ numbers

Advanced Vocabulary

arte – *actividad donde se pinta y dibuja utilizando diferentes materiales* / art

ciencias – *disciplina que estudia la naturaleza*
/ science

culturales – *costumbres y tradiciones de un grupo*
/ cultures

escritura – *sistema de comunicación con letras y signos* / writing

estudios sociales – *disciplina que estudia historia y sociedades* / social studies

lectura – *acción de leer* / reading

matemáticas – *ciencia que estudia los números* / mathematics

música – *combinación de melodía, ritmo y armonía* / music

restar – *quitar una cantidad a otra* / to subtract

sumar – *añadir a una cantidad otra* / to add

* 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., *verbo*, *sinónimo*, *antónimo*) and instruction words, such as *completa*, *escoge*, *contesta*.
- Review the different subject areas that students may study in school. Have students create a visual schedule of their own classes in school. Have them draw a graphic or cut out images from magazines, newspapers, or the Internet that represent each subject and label each one next to the time at which they have that class.
- Have students practice counting from 1–100. Then ask students various math problems using adding and subtracting. Encourage students to use vocabulary words, such as *números*, *sumar*, *restar*, *matemáticas*, and *contar* when describing how they solved a particular problem.
- Review all the vocabulary words that are verbs, such as *leer*, *restar*, *sumar*, *contar*, *cantar*, *dibujar*. Explain that verbs are action words that express what someone or something does. Write each of the verbs on notecards. Play a game of charades in which students act out the different verbs and the rest of the class guesses what word they are demonstrating. ✓
- Make a three-column chart on the board. Write the words *chistosos*, *largos*, *cortos*, *interesantes* in the first column. Label the other two columns *sinónimos* (synonyms) and *antónimos* (antonyms). Explain that these words are adjectives that describe objects. Brainstorm with students words that have the same and opposite meanings of each word. Then have students use the adjectives to describe objects with proper use of gender and number. Have them use the words *más* and *menos* to compare two objects, such as *Este libro es más largo que ese libro*. (This book is longer than that book.)

READING

READING FOUNDATIONAL SKILLS

- ▶ Ask students to describe in their own words the relationship between letters, sounds, and words. On the board, write a few letters in random order. Then write a complete word using those letters. Have students compare what you wrote and distinguish between the words and the groups of letters. Then have students use the letters to create as many words as they can. The person who forms the most words wins.
- ▶ Choose a sentence from the story and have students count how many words are in the sentence. Ask students to explain how they were able to determine the answer. Elicit that the spaces between words help tell where words begin and end. Have students write their own sentence about an event in the story. Be sure students leave spaces between their words. Then have them exchange papers with a partner and count the number of words in each other's sentences.
- ▶ Choose a word from the vocabulary list and write it on the board. Read the word in syllables as students clap and repeat after you. Ask volunteers to place lines between the syllables. Then have another volunteer count the syllables. Have students read the word again, in syllables and then blended. Repeat with other words.

PRE-READING

- ▶ Have students look at the cover of the book and identify the title and author. Have them conduct a picture walk through the book to predict the main idea.
- ▶ Write the phrase *Me gusta...* (I like...) on the board. Have students tell their classmates things that they like to do in and out of school.
- ▶ Have students discuss the types of things they do in school every day. Create a list on the board for students to copy. Remind students that these are *verbos* (verbs) or action words. Tell students to pay close attention as you read to see what verbs are mentioned in the book. Have students place a check mark next to each verb on their list that they hear in the book.

READING

- ▶ Read the story aloud to students. Model for students how to read words from left to right, top to bottom, and page to page. Ask for volunteers to demonstrate reading two sequential pages. Then have students read pages together as a class in a choral reading fashion. ✓
- ▶ Divide the class into small groups. Have students take turns reading the text in the groups. Tell students to notice the pattern in the text in order to help them read the text with more fluency and to increase comprehension: *Me gusta _____ y _____. La clase de _____ es la que más me gusta.*
- ▶ As you read each page, have students look at the pictures and identify items in the images that support the text. Ask students to explain how the images can help them better understand unknown words as well as comprehend the main idea of the book.
- ▶ Read page 2 with students. Explain that the word *y* is used to combine two or more items in a sentence that go together. Point to the comma and explain that when three or more items are mentioned they are separated by commas and the word *y* is used before the last item. Show students on page 14 how the preposition *e* is used in place of *y* when the word that follows begins with the letter *i*, such as *interesantes*.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 4 with students. Have students identify in the picture the books that they think are *cortos* and the ones they think are *largos*. Then have students find books in the classroom that would also fit the description of long and short and have them compare the books. Ask students which book they could read in fifteen minutes versus a book they could read in five minutes and why.
- ▶ Read page 6. Write the sentence on the board and break up words with two or more syllables. Have students identify which words have one syllable, two syllables, three or more syllables. Place the words in a three-column chart. Then have students practice repeating each word aloud, first as they clap out each syllable and then by reading the syllables together to blend the word. ✓
- ▶ Read page 10 with students. Point out the phrase *Me gustan...* Have students compare that to the other pages in which *Me gusta...* was used. Explain that a *n* is added when the word that follows is a plural noun. Show that on the other pages a verb followed the phrase *Me gusta*. Give students several examples in which they have to choose *Me gusta* or *Me gustan*.
- ▶ Read pages 10–13 with students. Create a two-column chart on the board and label the columns *Ciencias* and *Estudios Sociales*. On notecards, write different topics that can be studied in each of those subjects, such as *animales, plantas, la Tierra, el espacio, mapas, culturas, historia*, etc. Then have students place the different topics under the appropriate column.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students chorally repeat after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿En qué clase se canta y se toca el piano?* (In which class we might sing and play the piano?) *¿Qué haces en una clase de matemáticas con los números?* (What do you do in math class with numbers?)

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: *Si te gusta leer libros, ¿qué tipo de libros te gustan más?* (If you like to read books, which kinds do you like the most?) *¿Qué haces en una clase de arte?* (What do you do in an art class?)

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: *Nombra dos cosas que hagan que un cuento sea chistoso.* (Name two things that make a story funny.) *¿En qué se parecen la clase de arte y la clase de música?* *¿En qué se diferencian?* (How are an art class and a music class similar? How are they different?)

POST-READING

- ▶ Have students discuss the main idea of the book. Ask students why it might be important to know what their favorite class is in school. Elicit that they can focus on a particular interest and develop their goals and dreams in the future, and that knowing their least favorite classes can also help them realize the subject areas in which they may need more help and knowledge.

- ▶ Conduct a survey with students about their favorite subject in school. Then have students use the data to create various graphs, such as a pictograph, a bar graph, and a pie chart. Ask students questions based on the graphs, such as *¿Qué clase es la más popular? ¿Qué clase es la menos popular?* (Which class is the most popular? Which is the least popular?)
- ▶ Write the sentences from each page of the book on separate sentence strips. Mix them up and distribute them to students. Then have them read their sentences and find the classmate that has the related sentence. For example, *“Me gusta cantar y tocar el piano.”* goes with *“La clase de música es la que más me gusta.”* Then have pairs read their sentences aloud to the class and have students explain which words in the sentences indicate that they belong together. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Conduct research with students about different cultures that exist around the world. Divide the class into small groups and assign each group a culture to present to the rest of the class. To narrow the topic, you may want to assign, for example, a particular holiday to each group. Then have students compare and contrast the different cultures.
- ▶ Have students brainstorm a list of other subject areas that they would like to study in school, such as a foreign language, cooking, dance, etc. Have students explain the different actions/ verbs that could be used to describe what they would do in each of the classes.
- ▶ Have students conduct some research at the library or on the Internet to find out what subjects different professionals have to study. For example, a veterinarian must study science, while an author would study reading and writing. Then have students dress up like a professional that they want to be when they grow up and create a presentation for the rest of the class. Students should use verbs from the book, as well as additional verbs, to tell what they would do in that profession.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write some opinion sentences about their favorite class in school. Then have students draw a picture of themselves participating in their favorite class. Encourage students to use the same sentence pattern as demonstrated in the book. 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, such as *Me gusta _____ y _____. La clase de _____ es la que más me gusta.* ✓



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 Completa las oraciones con el verbo correcto.

cantar dibujar escribir leer estudiar

1. En la clase de arte, me gusta dibujar.

2. Me gusta leer libros cortos.

3. Me gusta estudiar diferentes culturas.

4. En la clase de música, me gusta cantar.

5. En la clase de escritura, me gusta escribir.

B Encierra en un  círculo la palabra correcta.

1. Restar es (quitar / añadir).

2. Sumar es (quitar / añadir).

3. Un libro (corto / largo) tiene pocas páginas.

4. Las matemáticas estudian (las letras / los números).

5. Las ciencias estudian (la naturaleza / la lectura).

6. En la clase de estudios sociales aprendo sobre (la música / la historia).



Nombre _____

Comprensión lectora

A Escoge la palabra correcta.

1. Me gusta aprender sobre las plantas y los animales. Por eso, la clase de (ciencias / música) es la que más me gusta.
2. Me gusta tocar el violín. Por eso, la clase de (escritura / música) es la que más me gusta.
3. Me gusta pintar y jugar con plastilina. Por eso, la clase de (arte / lectura) es la que me más gusta.

B Contesta.

1. ¿Qué cosas se hacen en la clase de matemáticas?

Possible answer: sumar, restar y contar números.

2. ¿Por qué a un niño que le gustan los animales, la clase que le gusta más es la de ciencias?

Possible answer: Porque en la clase de ciencias se estudian seres vivos, como los animales.



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