



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

¿Qué quieres ser?

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COMPLEXITY

F&P Guided Reading Level C / Lexile Level 30L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Recognize an informational text.
- Ask and answer questions about key details in the text.
- Identify the main topic and retell key details of a text.
- Describe the connection between pieces of information in a text.
- Ask and answer questions about unknown words in a text.
- Draw and write to supply information about a topic.
- Recall information from experiences and gather information to answer a question.
- Understand the function of and use the conventions of language when writing and speaking.
- Decode syllables.
- Demonstrate understanding of the organization and basic features of print.
- Use titles and illustrations to make predictions about text.



Together we foster lifelong readers

MATERIALS

- paper, pencils, scissors, and crayons
- construction paper
- camera
- silver or other reflective paper
- various costumes and props relating to professions (or materials to make them)
- images of different types of helmets
- envelopes

SUMMARY

Children like to do many things. Sometimes they dress up and act like adults. What do they want to be when they grow up?

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–b, RF K.2.b, RF K.3.h, W K.2, W K.8, SL K.1, L K.1

SLAR TEKS K.1.A, K.3.B, K.4.B, K.5.B, K.9.A, K.10.D, K.15.A, K.17.B, K.18.E, K.19.B, K.22.A, K.23.A

NCSS III. People, Places, and Environments; IV. Individual Development and Identity

Science TEKS K.2.B, K.2.D, K.2.E, K.3.A, K.4.A, K.4.B, K.9.B, K.10.A, K.10.B, K.10.D

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

correo – *servicio para mandar cartas y paquetes*
/ mail

escuela – *lugar donde se dan clases y los niños van a aprender* / school

lavarse los dientes – *cepillarse los dientes*
/ to brush one's teeth

le gusta (gustar) – *ser del agrado de una persona* / to like

¡Mira! (mirar) – *expresión con la que se pide fijar la vista en algo o alguien* / to look

pintar – *dibujar con líneas y colores* / to paint

quiere (querer) – *desear algo* / to want

Advanced Vocabulary

auto de bomberos – *camión que usan los bomberos* / fire truck

bombero(a) – *persona que apaga incendios*
/ firefighter

cartero(a) – *persona que reparte el correo*
/ mail carrier

casco – *sombrero que cubre y protege la cabeza*
/ helmet

dentista – *persona que cuida y arregla los dientes* / dentist

insignia – *símbolo o escudo de un grupo de personas* / badge

maestro(a) – *persona que enseña* / teacher

pintor(a) – *persona que pinta* / painter

policía – *persona que mantiene el orden público y protege a las personas* / police officer

veterinario(a) – *doctor que cura a los animales* / veterinarian

* 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. You may use pictures and gestures to explain the meaning of each word.
- ➔ Be sure that students understand all the vocabulary necessary to complete the activities and review directions and commands, such as *completa*, *describe*, *dibuja*, *compara*, *señala*, *observa* as necessary. As these words appear in activities, model the desired action or have students demonstrate the words for their classmates.
- ➔ Ask students to construct a diagram, create a symbol, or draw a picture for each vocabulary word. Compile student work into a picture dictionary to maintain in the classroom and allow students to reference as needed throughout the school year.
- ➔ Assign each student or pair of students a vocabulary word. Have them create sentences where the vocabulary words are missing. Then have them read the sentences aloud and ask their classmates to name the word that would best complete the sentences.
- ➔ Play “Name that Category” game. Give students a list of some of the vocabulary words and have them name a category in which the words would fit. For example, say *insignia*, *casco*, *motocicleta*. (badge, helmet, motorcycle). Students should answer with *policía* (police officer).

READING

READING FOUNDATIONAL SKILLS

- ▶ Show students the title. Ask them what kind of sentence it is and how they know. Elicit an interrogative sentence, or question, because of the beginning and ending question marks. Show students other examples of exclamatory and declarative sentences. Then have students work with a partner to identify other examples of sentences in the text. Have students read the sentences, being sure to track their fingers from left to right.
- ▶ Choose a word from the vocabulary list. Say the word and have students repeat. Ask students to identify how many sounds are in the word. Pronounce the word again with students and count the sounds that are said. Repeat with other vocabulary words.
- ▶ Write the title on the board. Point out the accent mark on the first word *Qué*. Tell students that question words in Spanish, such as *qué, cuál, cómo, cuándo*, etc., have an accent on one of the vowels to indicate that it is a question word. Have students use the word *Qué* in an interrogative sentence and write it on a sentence strip. Have students read their sentences aloud.

PRE-READING

- ▶ Show students the title page of the book. Have them identify the author's name and the title of the story. Then conduct a picture walk through the book and have students explain how the photographs in the book might be able to help them understand the content and words on each page.
- ▶ Write the word *profesión* (profession) on the board. Ask students what the word *profesión* means. Elicit that it is a career or job that someone has as an adult. Have students explain why it's important to have a profession as an adult. Elicit that you need a good job to help buy the things you need. Ask students what type of things they think people need to do or have to become a professional. Elicit a good education, willingness to work hard, and skills.
- ▶ Create a word web on the board and write the word *profesiones* (professions) in the middle. Have students name the vocabulary words that would fit onto the web and add them to different branches of the web. Have students add any additional professions that they can think of and add them to the web.
- ▶ Tell students that they will read a book about different kinds of professionals. Tell them to pay close attention to what the children have and to what they are doing in the images.

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 an informational text because it provides information about a topic.
- ▶ Read the story aloud to students. Then have students read pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic.
- ▶ Divide the class into small groups. Have students take turns reading the text in the groups. Assign specific questions for students to locate the answers to and report on as a group. ✓
- ▶ Have students point to the photographs in the book and identify the different professionals mentioned. Then ask: *¿Un bombero puede hacer el mismo trabajo que un dentista?* (Can a firefighter

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



do the same job as a dentist?) *¿Qué profesionales ayudan a las personas?* (Which professionals help people?) *¿Qué profesionales ayudan a los animales?* (Which professionals help animals?) *¿Y a los dos?* (And both?) *¿Qué tipo de profesionales ven en su comunidad? ¿Qué hacen?* (Which professionals do you see in your community? What do they do?)

- ▶ Have students point to the photographs and identify the different places where the different professionals work. Then ask: *¿Dónde trabaja un dentista? ¿Una veterinaria?* (Where does a dentist work? A veterinarian?) *¿En qué situaciones trabajarían juntos los policías y los bomberos?* (In what situations would the policemen and firefighters work together?)
- ▶ Ask students why it might be important for them to think about their future profession at their age: *¿Por qué es importante a tu edad pensar en una profesión que te gustaría tener en el futuro?*

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS:

- Read the text aloud to students several times. Then have students chorally repeat words and sentences after you.
- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Have above-level students read with emergent students to act as mentors/tutors.
- For comprehension, ask these or similar questions: *¿Quién es el profesional que lleva un casco y una insignia?* (Who is the professional with a helmet and a badge?) *¿Dónde trabaja una maestra?* (Where does a teacher work?) *Si quieres enviarle una carta a tu amigo, ¿quién te puede ayudar?* (If you want to mail your friend a letter, who could help you?)

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.
- For comprehension, ask these or similar questions: *¿Qué usa un bombero?* (What does a firefighter use?) *¿Cuál es la diferencia entre un policía y un bombero? ¿En qué se parecen?* (How is a police officer different than a firefighter? How are they the same?) *¿Por qué el correo es importante?* (Why is the mail system important?)

ABOVE-LEVEL STUDENTS:

- Read the text aloud to and with students. Then have students read the text independently.
- Advanced students may also read the text aloud to and with each other, asking each other comprehension questions to check for understanding.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- For comprehension, ask these or similar questions: *¿Por qué crees que algunos profesionales usan uniformes?* (Why do you think some professionals wear uniforms?) *¿En qué se parecen un dentista y una veterinaria? ¿En qué se diferencian?* (How are a dentist and a veterinarian similar? How are they different?)

POST-READING

- ▶ Have students explain the relationship between the children and the adults presented in the text. Elicit that the children have a particular talent, skill, or interest that is being transferred over to when they become adult professionals. Have students brainstorm the talents, skills, and interests they have, and brainstorm different professionals they could become.

- ▶ Refer back to the professions word web created in Pre-Reading activities. Have students extend the web by adding additional branches to explain what items, skills, talents, or interests each of the professionals need, based on the information presented in the text. Allow students to add any additional information to the web based upon their background knowledge and experiences. ✓
- ▶ Have students choose one of the children presented in the text to whom they feel they can relate the most. Ask them to make a text-to-self connection and explain the connection by telling what they have in common. ✓
- ▶ Ask students to think of other professionals to add to the book. Have students choose one of those additional professions and draw a picture of what they think that profession looks like.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students conduct an interview of a member of their family who has a job that they find interesting. Brainstorm a list of questions for students to ask this family member, then compile the questions into a document and distribute to students to take home. Ask the family member to complete the questionnaire, but encourage students to interview the family member orally and write answers and details the best they can. Then have students return the questionnaire and bring in a picture of the relative they interviewed. Read the questionnaires with students and have students write a label, fact statement, or sentence about their relative. Post the writings with the photographs and have students present their projects to the rest of the class.
- ▶ Ask local professionals from the community to come to the classroom for a Career Day. Have students prepare a list of questions ahead of time to ask the professionals. Then have students write a summary and draw a picture of someone that came in to present. Finally have students write thank-you notes to the professionals for their presentations.
- ▶ Refer back to the professions word web created in previous activities. Have students explain how each of those professionals contributes to their neighborhood and society in general. Ask students to think about if those professionals did not exist, how their lives would be different, for better or for worse.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students look in the mirror, as the author says to do on page 16, and imagine themselves grown up. Cut out mirrors from silver or other reflective paper and construction paper. Add photographs of the students dressed up in their desired professional's clothing to the mirror. Have students write a sentence underneath about what they want to be when they grow up. Be sure students use capital letters for their names as well as for the beginning of sentences. Help students complete this activity by having them write words, phrases, or complete sentences, according to their proficiency level, to tell about who they want to be, what in their childhood makes them lean toward that career, and why they would be good at that profession. For example, you may wish to provide the following sentence starter to help students complete the activity: *Cuando sea grande, yo quiero ser... porque...* (When I grow up, I want to be a... because...) Have students present their projects to the rest of 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 Escribe la palabra.



dentista



pintor

B Encierra en un círculo la profesión correcta.

1. ¿Quién cura a los animales?

la veterinaria

el policía

2. ¿Quién reparte el correo?

el bombero

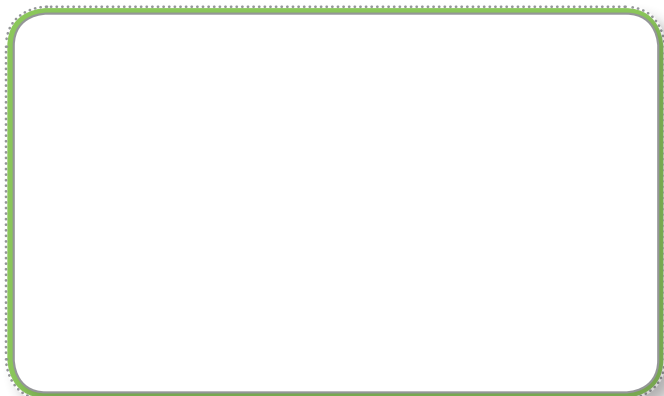
el cartero

3. ¿Quién enseña a los niños?

la maestra

la pintora

C Dibújate como profesional. Escribe lo que haces.



Answers will vary.



Nombre _____

Comprensión lectora

A Completa.

1. La niña tiene una insignia y un casco.
¿Qué quiere ser?

_____ policía _____

2. Al niño le gusta lavarse los dientes.
¿Qué quiere ser?

_____ dentista _____

3. La niña tiene un auto de bomberos.
¿Qué quiere ser?

_____ bombera _____

4. Al niño le gusta ir por el correo.
¿Qué quiere ser?

_____ cartero _____

B ¿Sí o No?

1. El pintor arregla los dientes.

Sí No

2. La maestra enseña en la escuela.

Sí No

3. La veterinaria cura a las personas.

Sí No

4. El policía tiene una insignia.

Sí No



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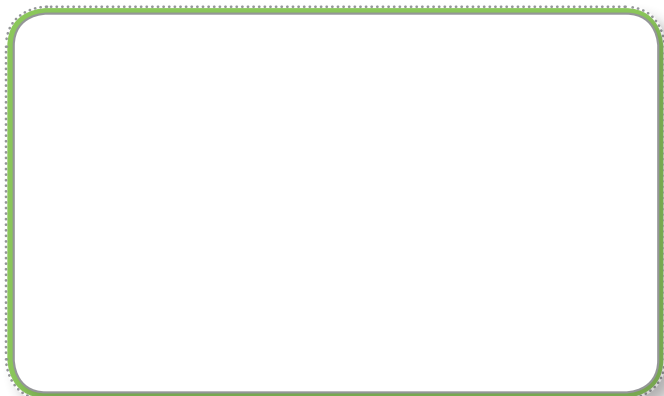
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