



**¡VAMOS
A
APRENDER!**

Fortalecer el Lenguaje para Mejorar la Comprensión

CUENTOS POPULARES

PreK

LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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UNIT VOCABULARY

Sigh

Breathe out deeply, often with sadness



Guard

To protect a person or place from harm



Goal

Something that you want to do or finish



Folktale

A story passed down from generation to generation



Curious

Really want to find out



Attempt

To try to do something



Grain

The seed of a cereal plant



Suspicious

To not trust something because something is not right about it



Pre-Kindergarten | **FOLKTALES**

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- WRAP sets

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UNIT OVERVIEW

FOLKTALES

In this unit, children will listen to folktales, discuss the key story elements, and practice retelling the narratives.

CAUSE AND EFFECT

Students will identify causes and effects in folktales and use the word *so* to express cause and effect relationships.

CLOSE PROJECT

Children will perform skits to act out causes and effects from *The Little Red Hen* and *Borreguita and the Coyote*.

UNIT SCHEDULE

| | | |
|---------------|-----------|-------------------------|
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| | |
|---------------|---|
| Week 4 | SMWYK Assessments (Spanish and English) |
| | Lesson 13 Close (English) |

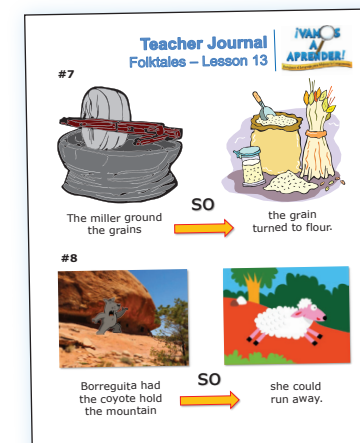
UNIT TEXTS

During the unit, students will read and discuss two books related to the unit theme.

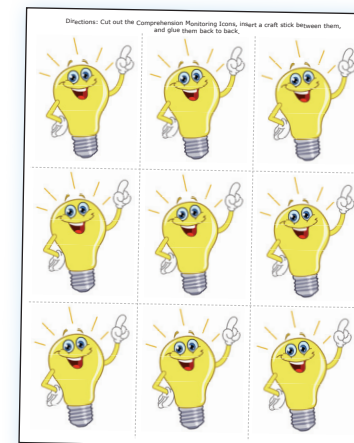
- *The Little Red Hen / La Gallinita Roja* by Carol Ottolenghi
- *Borreguita and the Coyote / Borreguita y el coyote* by Verna Aardema

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

UNIT MATERIALS



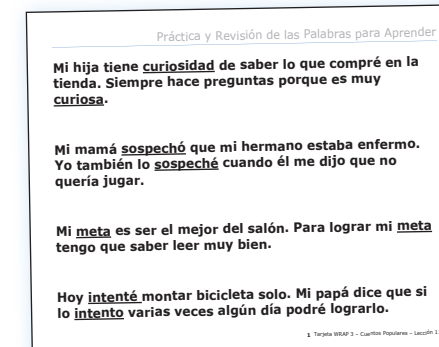
Teacher Journal/ Diario del Maestro*



Comprehension Monitoring Icons



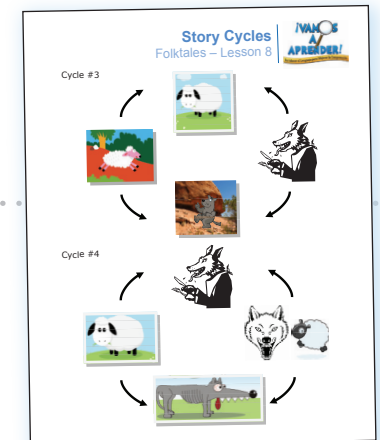
Student Journal/ Diario del Estudiante



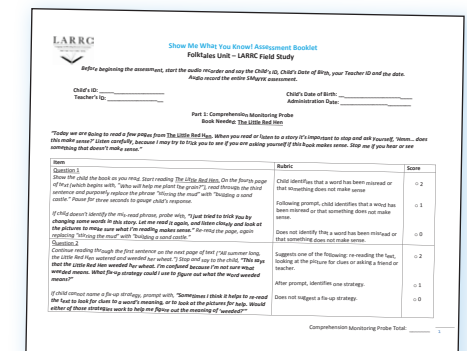
WRAP sets/ Tarjetas WRAP



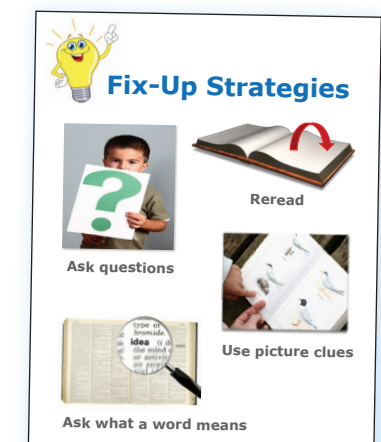
Vocabulary Picture Cards/ Tarjetas de vocabulario



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

*Most materials are provided in print and for digital use.

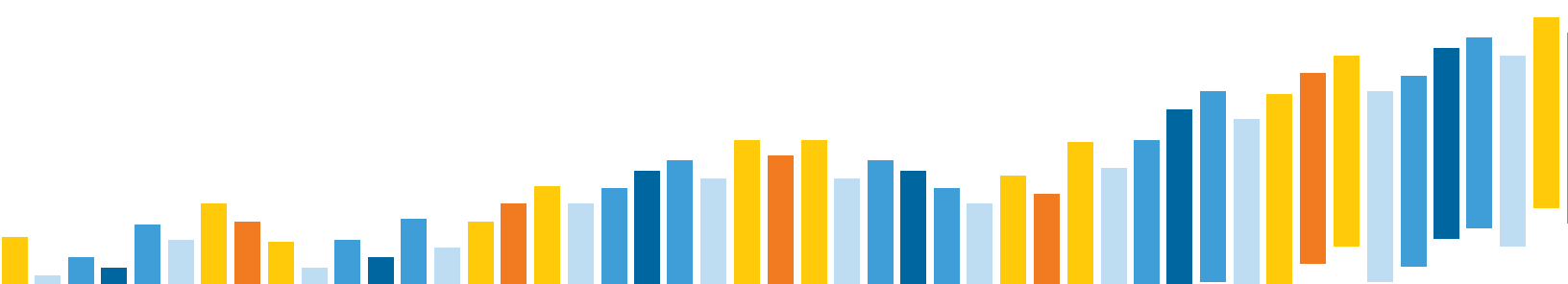


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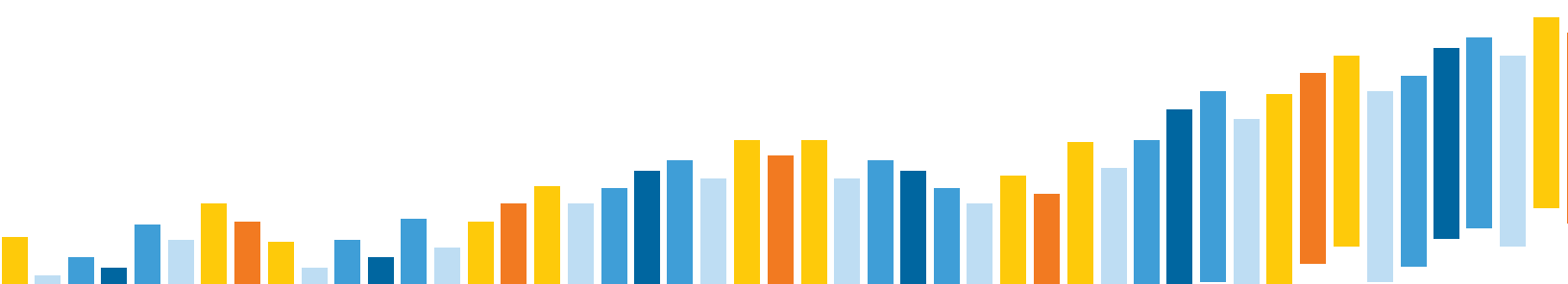


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Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Retelling
- Recasting
- Using Think-Alouds
- Using Navigation Words





Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one’s background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children’s reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one’s predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students’ comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

(Narrative/Expository)

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. *Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. *Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

1) Introduce the strategy and story element icons.

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

2) Apply the use of the story elements to a new story.

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

3) Retell the story.

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
 - Introduction (e.g., *there once was, once upon a time*)
 - Connecting words (e.g., *later, after that, and then, when, next*)
 - Ending (e.g., *at the end, finally*)

4) Provide guided practice, helping students to retell the story using the story map.

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

1) Review the story elements and story element icons.

2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).

3) Have students draw/assemble their own story maps.

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
 - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
 - Place copies of the story map with the storybook for students to use during center time or free choice time.
 - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
 - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
 - Describe main characters when introducing them (indicators of personality and internal state).
 - Integrate key dialogue into retellings.
 - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)

References

- Davies, P., Shanks, B., & Davies, K (2004). Improving narrative skills in young children with delayed language development. *Educational Review*, 56(3), 271-286.
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Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

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Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: “That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALLOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn & Bacon.
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Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
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¡VAMOS A APRENDER!

Fortalecer el Lenguaje para Mejorar la Comprensión

WEEKLY LESSON PLANNER

CUENTOS POPULARES

| Week 1 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|---------------------|---|---|--|---|
| Lesson Type | Read to Me | Words to Know | Words to Know | Text Mapping |
| Objectives | <ul style="list-style-type: none"> Identificar cuando algo en el texto no tiene sentido. Participar en conversaciones acerca del libro. | <ul style="list-style-type: none"> Definir las palabras que se están enseñando. | <ul style="list-style-type: none"> Sort target vocabulary words into semantic categories. | <ul style="list-style-type: none"> Identificar palabras clave para entender la estructura textual de causa y efecto. |
| Lesson Texts | <ul style="list-style-type: none"> <u>La Gallinita Roja</u> por Carol Ottolenghi 📖 | <ul style="list-style-type: none"> <u>La Gallinita Roja</u> por Carol Ottolenghi 📖 | <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 📖 <u>Borreguita and the Coyote</u> by Verna Aardema 📖 | <ul style="list-style-type: none"> <u>La Gallinita Roja</u> por Carol Ottolenghi |

Materials

| | | | | |
|-------------------------------------|--|---|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Notas adhesivas | <ul style="list-style-type: none"> Notas adhesivas Arroz, maíz, y/u otros granos 🍷 Títeres (opcional) Algunos libros de cuentos populares (folktale books) 📖 Agua y tierra (opcional) 🌊 | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 🖨️ Sticky notes Bags or paper clips Rice or other grains (optional) Copies of Vocabulary Picture Cards (4–5 per word) 📖 | <ul style="list-style-type: none"> Pliego de papel Proyector o tablero interactivo 🖨️ Accesorios 📖 |
| Unit Materials Provided | <ul style="list-style-type: none"> Símbolos para monitorear la comprensión Póster con estrategias para aclarar lo que no tiene sentido | <ul style="list-style-type: none"> Tarjetas de vocabulario: suspiro, historia, grano y convertir (opcional) | <ul style="list-style-type: none"> Vocabulary Picture Cards: sigh, folktale, grain, guard Teacher Journal Lesson #3 (print or digital) 📖 Related words cards for Lesson #3 📖 | <ul style="list-style-type: none"> Tarjeta WRAP #1 Tarjetas de vocabulario: suspiro, historia, grano y convertir Diario del Maestro #4 |



Digital/Tech



Prep Materials



Preview the Text



Game



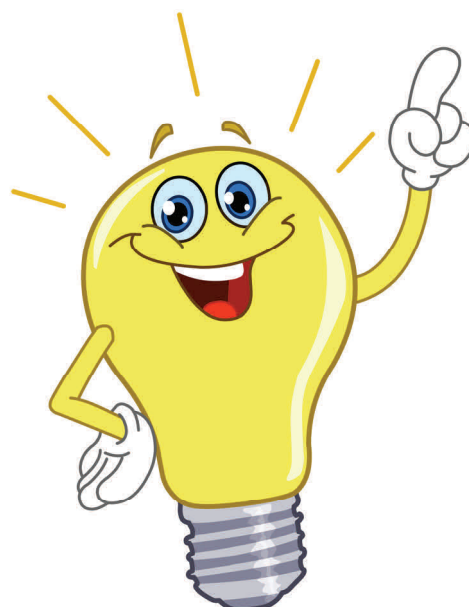
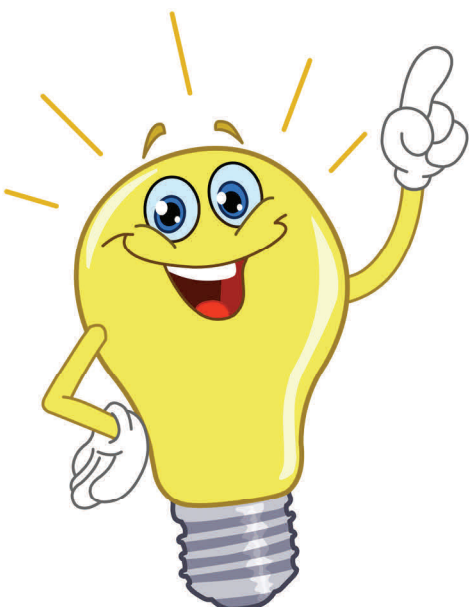
Save Materials

| ¡VAMOS A APRENDER! PREK | CUENTOS POPULARES CAUSA Y EFECTO | LÉEME LECCIÓN 1 |
|--|---|--------------------|
| ¡MUÉSTRENME LO QUE SABEN! ¡Vamos a representar causa y efecto en obras de teatro cortas! | | |
| OBJETIVOS DE ENSEÑANZA: <ul style="list-style-type: none"> • Identificar cuando algo en el texto no tiene sentido. • Participar en conversaciones acerca del libro. | | |
| TÉCNICAS DE ENSEÑANZA: <ul style="list-style-type: none"> • Monitorear/chechar la comprensión (Comprehension Monitoring) • Plática rica en lenguaje (Rich Discussion) TEXTO DE LA LECCIÓN: <ul style="list-style-type: none"> • <u>La Gallinita Roja</u> por Carol Ottolenghi TIPO DE INTERACCIÓN PARA HACEMOS/HACEN: <ul style="list-style-type: none"> • La seleccionada por la maestra | MATERIALES DE LA LECCIÓN QUE USTED SUMINISTRA: <ul style="list-style-type: none"> • Notas adhesivas MATERIALES DE LA UNIDAD QUE SE SUMINISTRAN: <ul style="list-style-type: none"> • Símbolos para monitorear la comprensión • Póster con estrategias para aclarar lo que no tiene sentido | |
| <p style="text-align: center;">INSTRUCCIONES ESPECÍFICAS PARA ESTA LECCIÓN:</p> <ul style="list-style-type: none"> • Antes de la lección... <ul style="list-style-type: none"> ○ Antes de la lección revise el libro <u>La Gallinita Roja</u>. Inserte notas adhesivas en las páginas del cuento en las que usted va a monitorear o a ayudar a los estudiantes a monitorear la comprensión de lectura. También agregue preguntas y comentarios para facilitar la plática rica en lenguaje durante la sección USTEDES HACEN. ○ Tenga una copia del póster de las estrategias para cada pareja de estudiantes. Las copias las usará en la sección HACEMOS. Si lo prefiere, puede hacer que los niños simplemente señalen el póster en la pared. • Un propósito importante de la lección LÉEME es leer el libro completo durante la lección. Durante la sección HAGO, revise la técnica de monitorear la comprensión y los símbolos para indicar si algo <i>tiene o no tiene sentido</i>. Explique que es importante aclarar la información que no entendemos. • Durante la sección HACEMOS, mientras lee, ocasionalmente diga cosas que no tienen sentido; luego piense en voz alta para mostrarle a los estudiantes cómo usar las estrategias para aclarar lo que no tiene sentido. • El uso de los símbolos para monitorear la comprensión es opcional. Si lo prefiere, puede hacer que los estudiantes usen otra manera de indicar que algo <i>tiene o no tiene sentido</i>, por ejemplo, mostrando sus pulgares hacia arriba o hacia abajo. | | |
| RUTINA DE LA LECCIÓN | | |
| INICIO | <p>Capture el interés de los estudiantes. Por medio de un ejemplo active el conocimiento previo que los estudiantes tienen sobre el concepto o la habilidad que usted va a enseñar. Diga el propósito de la lección y por qué éste es importante para comprender lo que escuchamos o leemos.</p> <p>Mostrar los símbolos para monitorear la comprensión. Usted puede decir: “¿Se acuerdan para qué usamos estos símbolos? Si estamos leyendo y de pronto una palabra o algo en el libro no tiene sentido, ustedes pueden decir ¡un momento! Luego, podemos usar una estrategia para aclarar lo que no tiene sentido y así podemos entender mejor lo que escuchamos. Mientras que voy leyendo, vamos a hablar de lo que pasa en el libro. También voy a preguntar si lo que estoy leyendo tiene sentido. Estamos aprendiendo a leer y escuchar bien lo que leemos en español y en inglés. Estamos aprendiendo a parar la lectura por un momento para pensar y hablar sobre lo que pasa en el libro, eso nos ayuda a saber si el cuento tiene sentido. ¡Estoy emocionada de leer nuestro primer libro de esta unidad!”</p> | |

| | |
|-----------------------|---|
| <p>HAGO</p> | <p>Enseñe el concepto o habilidad principal usando explicaciones, instrucciones y/o pasos claros. Muestre dos ejemplos de la habilidad o el concepto que los estudiantes van a practicar en la sección HACEN. Si es apropiado muestre un ejemplo completo.</p> <p>Usted puede decir: “Nuestro primer libro de esta unidad es <u>La Gallinita Roja</u>. ¿Quién conoce esta historia? (espere las respuestas) Creo que muchos la conocen. <u>La Gallinita Roja</u> es un cuento popular. Un cuento popular es una historia que se ha contado a través de los años. Los papás, los abuelos o los tíos les cuentan historias a los niños. Vamos a recordar para qué usamos los símbolos que dicen que algo tiene o no tiene sentido. Recuerden que cuando escuchan un libro, puede haber palabras o ideas que no se entienden. Cuando eso pasa es importante decir ‘¡Un momento no entiendo!’ (mostrar el símbolo de no tiene sentido) Luego, pueden usar una estrategia para aclarar lo que no tiene sentido y así entender mejor lo que escuchan”. (señale el póster)</p> <p>Mientras lee el libro, muestre como usar los símbolos. Piense en voz alta para mostrar cómo usar las estrategias para aclarar lo que no tiene sentido.</p> <p>Lea las tres primeras páginas de <u>La Gallinita Roja</u> hasta terminar con “... pan con nuestro té”. Usted puede decir: “Un momento necesito parar la lectura. (mostrar el símbolo de no tiene sentido) Algo no tiene sentido. No entiendo que quiere decir la Gallinita cuando dice, ‘Si sembramos estos granos, tendremos pan con nuestro té.’ (señale el póster con estrategias) Voy a <i>mirar los dibujos</i> para buscar pistas y entender que quiso decir la Gallinita. ¡Miren! la Gallinita Roja encontró unas semillas. Ella dijo, ‘Si sembramos estos granos, tendremos pan con nuestro té.’ ¡Tiene unas semillas en su mano! Usé el dibujo para encontrar pistas, creo que cuando crezcan los granos o semillas la Gallinita va a hacer pan. Eso tiene sentido. (mostrar el símbolo) Los granos o semillas crecerán y ella usará las plantas para hacer el pan”.</p> <p>Lea hasta la página nueve que termina con “Estaba listo para cortar y trillar”. Usted puede decir: “Voy a parar aquí porque no sé qué es <i>trillar</i>. El libro dice que el trigo estaba listo para cortar y <i>trillar</i>. (señale el póster) Estoy viendo el dibujo pero no veo ninguna pista para entender la palabra <i>trillar</i>. Voy a <i>volver a leer</i>. (vuelva a leer la página) Todavía no entiendo qué significa <i>trillar</i>. Ahora voy a hacer una pregunta para saber qué es <i>trillar</i>. (preguntar a un adulto o buscar el significado de la palabra) [La Sra. X] dijo que <i>trillar</i> quiere decir separar o quitar los granos de la planta. Eso tiene sentido. (mostrar el símbolo) ¿Recuerdan que la Gallinita dijo que iba a usar los granos para hacer pan? Bueno el primer paso para hacer el pan es <i>trillar</i> el trigo, quitar los granos o las semillas de la planta”.</p> |
| <p>HACEMOS</p> | <p>Ayude, retroalimente y facilite que los estudiantes practiquen el concepto o la habilidad que se enseña. Asegúrese que todos los estudiantes participen activamente. Antes de pasar a la sección HACEN, verifique que los estudiantes estén entendiendo y asegúrese de que están listos para practicar el concepto o la habilidad que se está enseñando.</p> <p>Reparta los símbolos para monitorear la comprensión. Siga leyendo el libro y ayude a los estudiantes a monitorear la comprensión. Pídales que muestren el símbolo de “no tiene sentido” cuando algo no se entienda. Pídales que le ayuden a aplicar las estrategias para aclarar lo que no tiene sentido.</p> <p>Usted puede decir: “Vamos a parar y a checar si lo que leemos tiene sentido. Es importante que cuando leamos el cuento, las palabras y la información se entiendan...”</p> |

| | |
|-----------------------------|--|
| | <p>(página diecisiete que empieza con “¿Quién me va a ayudar a llevar los granos de trigo al molino?”) “Sabemos que la Gallinita Roja quiere hacer pan y ahora está llevando los granos al <i>molino</i>. No sé qué es un <i>molino</i>. ¿Qué debo hacer si algo no tiene sentido? (espere la respuesta y muestre el símbolo de <i>no tiene sentido</i>) Díganle a su compañero una estrategia (señale el póster) que podemos usar para entender la palabra <i>molino</i>. (platique sobre las ideas de los estudiantes) Voy a usar una estrategia para aclarar lo que no entiendo. Voy a <i>buscar el significado de la palabra</i>. Voy a buscar la palabra <i>molino</i> en el diccionario. (demuestre como hacerlo) La definición dice ‘una máquina para moler los granos y hacer harina.’ Díganle a su compañero si lo que les acabo de decir tiene o no tiene sentido. (espere las respuestas y muestre el símbolo de <i>tiene sentido</i>) ¿Tiene sentido que un molino es una máquina para moler los granos? (espere las respuestas; evalúe y extienda las respuestas) ¡Hmm! Claro, uso el molino para moler los granos y hacer la harina”.</p> <p>Pare en la página veinticinco que empieza con “La Gallinita Roja hizo la masa...” Sustituya la palabra <i>horno</i> con <i>lavaplatos</i>. Usted puede decir: “¡Oh! ¿Tiene sentido lo que acaban de oír? Hablen con su compañero y muéstrenle un símbolo para decir si lo que escucharon tiene o no tiene sentido. (de tiempo para hablar) Ahora, muéstrenle una estrategia para aclarar lo que no tiene sentido. (señale el póster) Voy a usar la estrategia de <i>volver a leer</i>. (lea de nuevo y de manera correcta) ¡Oh! La primera vez leí algo mal. Leí, ‘La Gallinita Roja hizo la masa y la puso a hornear en el <i>lavaplatos</i>.’ (mostrar el símbolo de <i>no tiene sentido</i>) Después volví a leer y me di cuenta que había leído mal. El libro dice, ‘La Gallinita hizo la masa y la puso a hornear en el <i>horno</i>.’ Ahora, ¿tiene sentido lo que leí? Muéstrenle a su compañero el símbolo de <i>tiene sentido...</i>”</p> <p>Si es necesario, haga otros ejemplos para ayudar a los estudiantes a monitorear la comprensión.</p> |
| <p>USTEDES HACEN</p> | <p>Dé a los estudiantes al menos dos oportunidades de practicar de manera independiente el concepto o la habilidad que se está enseñando. Dé retroalimentación individual a los estudiantes. Al final de la sección HACEN reúna de nuevo a los estudiantes y pida su atención antes de empezar con el CIERRE.</p> <p>Después de leer, facilite una plática rica o estimulante sobre el cuento. La conversación debe ser dirigida por la maestra pero dominada por los estudiantes. Ayude a los estudiantes a tomar varios turnos, extender sus ideas o las de sus compañeros y a usar lenguaje complejo.</p> <p>Usted puede decir: “¿Habían escuchado antes esta historia de la Gallinita Roja? Los animales de la granja no ayudaron a la Gallinita Roja. Vamos a platicar y a responder unas preguntas sobre la historia”.</p> <p>Puede usar las siguientes preguntas para facilitar la plática:</p> <ul style="list-style-type: none"> • ¿Por qué los animales de la granja no ayudaron a la Gallinita Roja? • ¿Cómo se sentía la Gallinita Roja cuando los animales le decían que no la ayudaban? • ¿Alguien les ha pedido ayuda para hacer algo? ¿Cómo se sintieron cuando lo ayudaron? |
| <p>CIERRE</p> | <p>Ayude a los estudiantes a revisar brevemente la habilidad o concepto clave que aprendieron, indíqueles como pueden aplicar dicho concepto en otras actividades o contextos y cierre la lección de manera ordenada.</p> <p>Usted puede decir: “¡Muy bien hecho! Estuvieron muy atentos escuchando nuestra historia de <u>La Gallinita Roja</u>, también contestaron muy bien las preguntas. ¿Qué hacemos cuando escuchamos o leemos algo que <i>no tiene sentido</i>? (espere las respuestas) ¡Muy bien! Paramos la lectura y usamos una estrategia para aclarar lo que no entendemos. (señale el póster de estrategias) Vamos a revisar las estrategias que podemos usar si algo no tiene sentido. (revise las estrategias brevemente) La próxima vez que alguien les lea, ustedes pueden decirle que pare la lectura cuando algo <i>no tiene sentido</i> y hablar del libro y usar una estrategia para clarificar lo que no se entiende”.</p> |

Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.



Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.

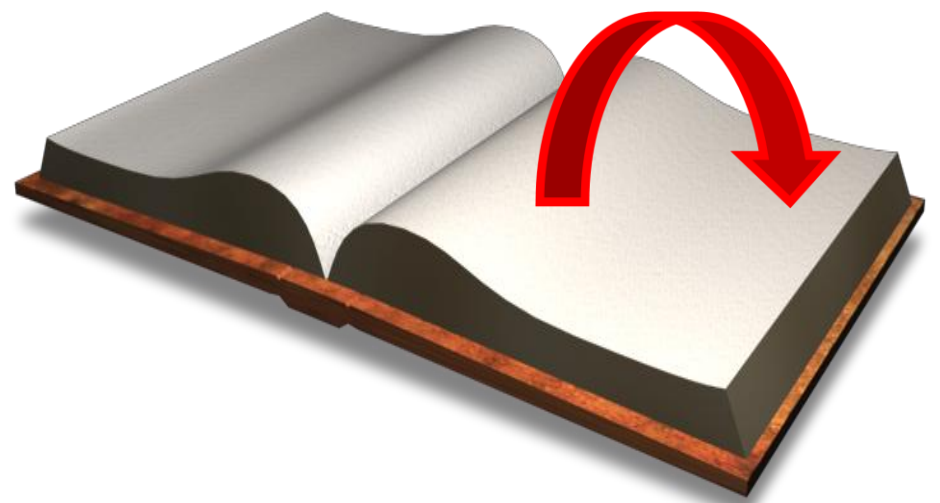




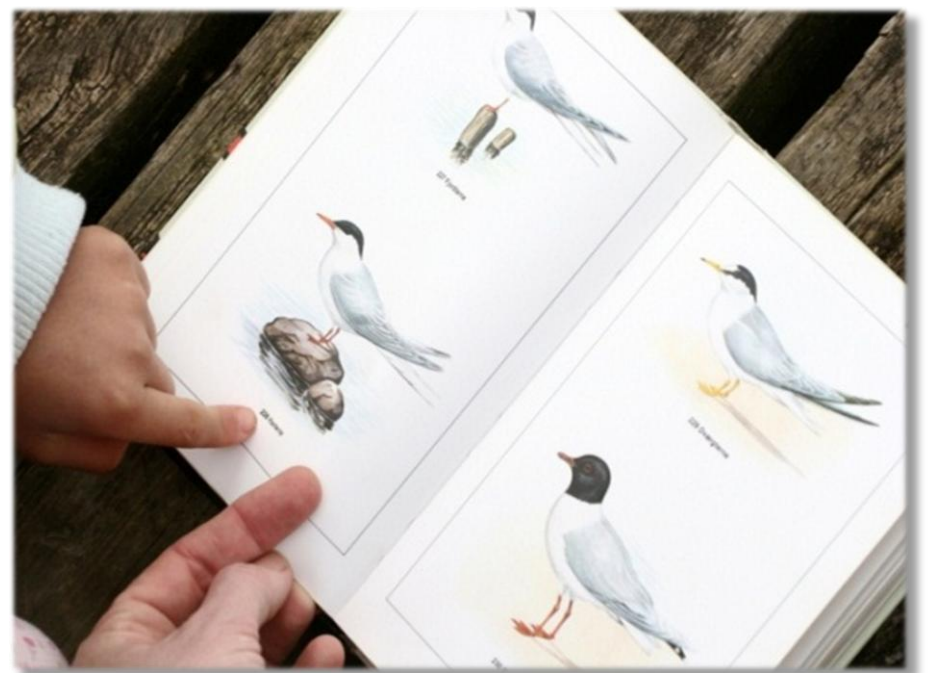
Estrategias para aclarar lo que no tiene sentido



Preguntar



Volver a leer



Mirar los dibujos



Buscar el significado de la palabra

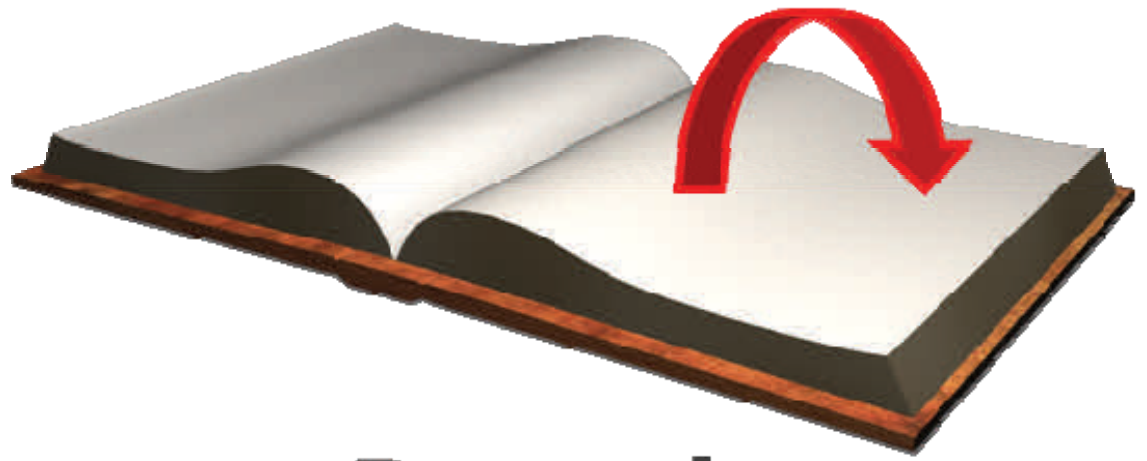
LARRC

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Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

| ¡VAMOS A APRENDER! PREK | CUENTOS POPULARES CAUSA Y EFECTO | PALABRAS PARA APRENDER LECCIÓN 2 |
|---|---|-------------------------------------|
| ¡MUÉSTRENME LO QUE SABEN! ¡Vamos a representar causa y efecto en obras de teatro cortas! | | |
| OBJETIVO DE ENSEÑANZA: <ul style="list-style-type: none"> Definir las palabras que se están enseñando. | | |
| TÉCNICA DE ENSEÑANZA: <ul style="list-style-type: none"> Instrucción rica en lenguaje (Rich Instruction) TEXTO DE LA LECCIÓN: <ul style="list-style-type: none"> <u>La Gallinita Roja</u> por Carol Ottolenghi TIPO DE INTERACCIÓN PARA HACEMOS/HACEN: <ul style="list-style-type: none"> Plática entre parejas (Think-Pair-Share) | MATERIALES DE LA LECCIÓN QUE USTED SUMINISTRA: <ul style="list-style-type: none"> Notas adhesivas Arroz, maíz, y/u otros granos Títeres (opcional) Algunos libros de cuentos populares (folktale books) Agua y tierra (opcional) MATERIALES DE LA UNIDAD QUE SE SUMINISTRAN: <ul style="list-style-type: none"> Tarjetas de vocabulario: suspiro, historia, grano y convertir (opcional) | |
| <p style="text-align: center;">INSTRUCCIONES ESPECÍFICAS PARA ESTA LECCIÓN:</p> <ul style="list-style-type: none"> Antes de la lección... <ul style="list-style-type: none"> Puede marcar las páginas que leerá en la lección con notas adhesivas para identificarlas fácilmente. Tenga a la mano algunos ejemplos de granos como arroz o maíz. Tenga a la mano algunos libros de cuentos populares para mostrarlos durante la lección. La lista de los libros del salón (Teacher’s Bookshelf) tiene algunas sugerencias. Reúna algunos títeres para usar durante la plática entre parejas. Las secciones HAGO y HACEMOS son combinadas en esta lección para facilitar la enseñanza y práctica de una palabra a la vez. Las páginas del libro que se usan en la lección tienen ejemplos de las palabras en diferentes contextos. Usted puede usar los contextos del libro u otros contextos para enseñar las palabras. Aquí hay unas páginas web que dan definiciones de cuentos populares: <ul style="list-style-type: none"> http://www.fundacionlengua.com/cuentos-populares/ http://www.buenastareas.com/ensayos/Cuentos-Populares/256997.html http://www.elhuevodechocolate.com/cuentos/cuento26.htm PALABRAS PARA APRENDER <ul style="list-style-type: none"> suspiro: Sacar aire haciendo un sonido largo y suave por tristeza o cansancio historia: Una narración o cuento grano: La semilla de una planta de cereal convertir: Hacer que algo o alguien cambie | | |
| RUTINA DE LA LECCIÓN | | |
| INICIO | <p>Capture el interés de los estudiantes. Por medio de un ejemplo active el conocimiento previo que los estudiantes tienen sobre el concepto o la habilidad que usted va a enseñar. Diga el propósito de la lección y por qué éste es importante para comprender lo que escuchamos o leemos.</p> <p>Usted puede decir: “¿Recuerdan lo que debemos hacer cuando no entendemos algo que leemos o escuchamos de un libro? Podemos mostrar el símbolo de <i>no tiene sentido</i> o pedirle a la maestra que pare de leer porque algo no tiene sentido. A veces los libros en español o en inglés, tienen palabras que no sabemos y por eso no podemos entender lo que leemos o escuchamos. Hoy vamos a aprender cuatro palabras en español de nuestra unidad: suspiro, historia, grano y convertir. Es importante entender las palabras en inglés y español, para usarlas cuando hablamos y entenderlas cuando las escuchamos”.</p> | |

HAGO/
HACEMOS

Enseñe el concepto o habilidad principal usando explicaciones, instrucciones y/o pasos claros. Muestre dos ejemplos de la habilidad o el concepto que los estudiantes van a practicar en la sección HACEN. Si es apropiado muestre un ejemplo completo.

Use el libro de la lección para enseñar las palabras y mostrar algunos contextos en los que se usan. También puede usar las tarjetas de vocabulario u otros ejemplos para mostrar otros contextos.

Para suspiro usted puede decir:

“Nuestra primera palabra es **suspiro**. (lea la página once que empieza con ‘¿Quién me va a ayudar a cortar y trillar el trigo?’) Dice que la Gallinita **suspiró** porque ninguno de los animales de la granja le ayudaba. **Suspirar** es sacar aire haciendo un sonido largo y suave por tristeza o cansancio. Todos vamos a **suspirar**. (haga que los estudiantes **suspiren**) Mi hija **suspiró** cuando le dije que no podía ir al cine. Mi amigo **suspira** cuando su mamá lo recoge tarde de la escuela. Escuché a un niño **suspirar** cuando su mamá le dijo que no podía comer nieve. Todos vamos a decir **suspiro**...”

Los estudiantes muestran con sus títeres el significado de suspiro. Pida a los estudiantes que les digan a sus compañeros por qué su títere está suspirando. (p.ej., tristeza o cansancio)

Para historia muestre los libros de cuentos populares. Usted puede decir:

“Nuestra siguiente palabra es **historia**. Aquí tengo unos cuentos populares. Los cuentos populares son **historias** que las personas cuentan de una generación a otra. Por ejemplo, mis abuelos le contaron a mi mamá la **historia** del Pastorcito Mentiroso. Después, ella me la contó a mí y ahora yo se la cuento a mis hijos. Cuando mis hijos sean grandes ellos van a contar a sus hijos la **historia** del Pastorcito Mentiroso. **Historia** es una narración o cuento. Conozco muchas abuelas que le cuentan a sus nietos **historias**. Todos digan **historia**...”

Deje que los estudiantes vean por un momento los cuentos populares de la lista o en las páginas de internet.

Para grano usted puede decir:

“Nuestra siguiente palabra es **grano**. (lea la página tres que empieza con ‘Un día La Gallinita Roja...’) El **grano** es la semilla de una planta de cereal. Comer **granos** de cereal es importante para estar bien. Si plantamos **granos** de maíz, crecerá una planta de maíz. No me gustan los **granos** de arroz cuando están duros. Vamos todos a decir **granos**...”

Dé a los estudiantes unos granos (arroz, maíz, trigo etc.) para ayudarle a entender que es un grano. También pueden jugar a plantarlas, regarlas y hacerlas crecer.

Para convertir usted puede decir:

“Nuestra siguiente palabra es **convertir**. (lea la página diecinueve que empieza con ‘En el molino, el molinero...’) El molino **convirtió** los **granos** de trigo en harina para hacer el pan. **Convertir** es hacer que algo o alguien cambie. (muestre la imagen de convertir) ¿Alguien ha visto la película de ‘Los Transformers’? En la película el robot llamado Bumblebee se **convierte** en un carro. Lo que más me gusta de la película es cuando Bumblebee se **convierte** en carro. ¿Alguien lo ha visto **convertirse** en carro? (espere las respuestas) Si revolvemos pintura amarilla y azul la **convertimos** en pintura verde. Vamos todos a decir **convertir**...”

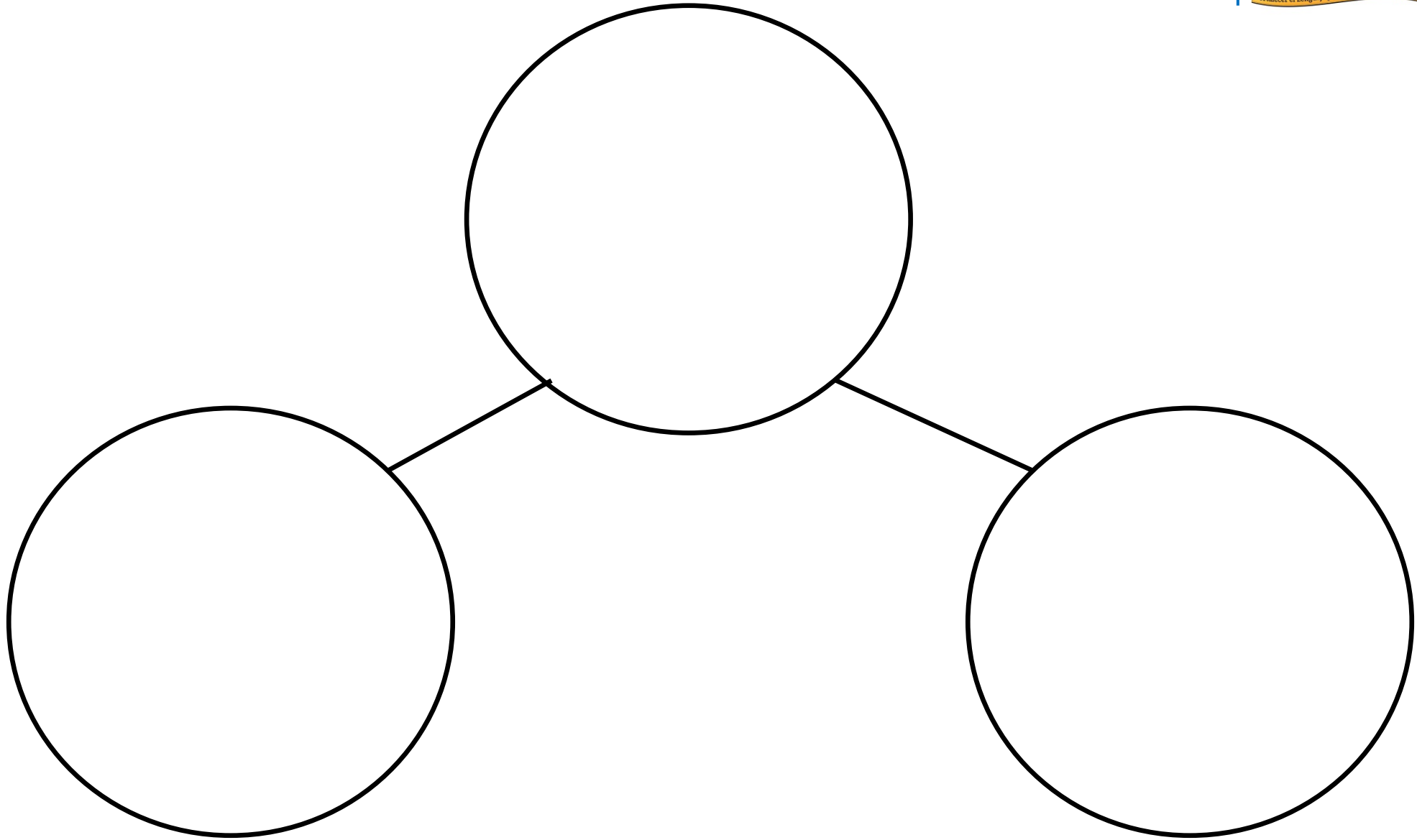
Para ayudar a los estudiantes a entender el significado de convertir puede hacer que ellos agreguen un poco de agua a la un poco de tierra hasta convertirla en lodo.

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| <p>USTEDES HACEN</p> | <p>Dé a los estudiantes al menos dos oportunidades de practicar de manera independiente el concepto o la habilidad que se está enseñando. Dé retroalimentación individual a los estudiantes. Al final de la sección HACEN reúna de nuevo a los estudiantes y pida su atención antes de empezar con el CIERRE.</p> <p>Usted puede decir: “Vamos a practicar el significado de nuestras palabras nuevas: suspiro, historia, grano y convertir.”</p> <ul style="list-style-type: none"> • Van a suspirar cuando yo diga algo triste: <ul style="list-style-type: none"> ○ A mi hermano se le dañó su juguete favorito cuando se cayó en la tina del baño. ○ Su mamá compró un pastel de cumpleaños. ○ Me llevaron al hospital porque un perro me mordió. ○ Mi amigo se pegó muy duro cuando estaba jugando en el parque. • Platiquen con un compañero y contesten las siguientes preguntas: <ul style="list-style-type: none"> ○ ¿Es el cuento de <u>La Gallinita Roja</u> una historia? ○ ¿Es un pescado una historia? ○ ¿Le cuentan los papás o los abuelos historias a veces a los niños? • Ahora, voy a decir el nombre de algunos alimentos y ustedes me van a decir si es un grano: <ul style="list-style-type: none"> ○ arroz ○ queso ○ maíz ○ trigo • Ahora, van a completar las siguientes oraciones: (de ser necesario ayude a los niños a responder) <ul style="list-style-type: none"> ○ El molino convirtió los granos en _____ . (harina) ○ Las abejas toman el néctar de las flores y lo convierten en _____ . (miel) ○ El hielo se derritió y se convirtió en _____ . (agua) ○ Bumblebee es un robot que se convierte en _____ ”. (carro) |
| <p>CIERRE</p> | <p>Ayude a los estudiantes a revisar brevemente la habilidad o concepto clave que aprendieron, indíqueles como pueden aplicar dicho concepto en otras actividades o contextos y cierre la lección de manera ordenada.</p> <p>Usted puede decir: “Es importante entender las palabras y sus significados para usarlas cuando hablamos y entenderlas cuando las escuchamos. Los buenos lectores estudian las palabras para entender lo que leen y escuchan. Voy a decir una definición y ustedes me van a decir la palabra que va con esa definición. Recuerden nuestras cuatro palabras son: suspiro, historia, grano y convertir:”</p> <ul style="list-style-type: none"> • Sacar aire haciendo un sonido largo y suave por tristeza o cansancio (suspiro) • Una narración o cuento (historia) • La semilla de una planta de cereal (grano) • Hacer que algo o alguien cambie (convertir) <p>Si escuchan una de nuestras palabras cuando hablemos o leamos, ustedes pueden decir la definición de la palabra que escuchan para que otros la puedan entender”.</p> |

| ¡VAMOS A APRENDER! PREK | FOLKTALES CAUSE AND EFFECT | WORDS TO KNOW LESSON 3 |
|--|--|---------------------------|
| SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect! | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Sort target vocabulary words into semantic categories. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes Bags or paper clips Rice or other grains (optional) Copies of Vocabulary Picture Cards (4–5 per word) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: sigh, folktale, grain, guard Teacher Journal Lesson #3 (print or digital) Related words cards for Lesson #3 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out the related words cards for Lesson #3 and bag or paper clip a set for each small group. Make copies of the Vocabulary Picture Cards for sigh, folktale, grain, and guard for each group. The book pages listed in the lesson routines provide context for the Words to Know; use sticky notes to mark these pages for easy reference. You can also use other contexts to review the words. If using the print version of the teacher journal, you may want to cut out the images for your webs. You will need four copies of the blank word web. Word webs can be filled by generating words or ideas that are associated with a given word or examples that illustrate a given word. You can create your own word webs or use the examples on the teacher journal. Although this lesson is in English, acknowledge children’s examples of associated words in Spanish. WORDS TO KNOW <ul style="list-style-type: none"> sigh: Breathe out deeply, often with sadness folktale: A story that is passed down from generation to generation grain: The seed of a cereal plant guard: To protect a person or place from harm SUGGESTED RELATED WORDS <ul style="list-style-type: none"> sigh: (synonyms) <i>whine, gasp, sob, complain, breathe, let out</i> folktale: (synonyms) <i>story, fairy tale, book, adventure;</i> (features) <i>spoken, old, generation;</i> (examples) <i>‘The Little Red Hen,’ ‘Goldilocks and the Three Bears,’ ‘The Ugly Duckling,’ ‘The Three Little Pigs’</i> guard: (synonyms) <i>watch, protect, shelter, keep an eye on;</i> (antonyms) <i>forget, walk away, look away;</i> (things one guards) <i>family, house, friends, animals</i> grain: (synonyms) <i>seed, cereal, corn, rice, crumb</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “What’s your favorite cereal? Mine is Raisin Bran. Let’s name some others: Cheerios, Frosted Flakes, Wheat Chex... There are lots of them. They all have something in common, because they are types of cereals. (sketch web showing the brands around cereal) The names of different cereals go with the word <i>cereal</i> because they are examples of kinds of cereal. When we learn a new word, we can explore other words we know that relate to the new word. Today we’re going to talk about how words are related to, or go with, our words sigh, folktale, guard, and grain. The more we know about English and Spanish words, the better we understand them when we read, talk, and listen.”</p> | |

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| <p>I Do</p> | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</p> <p>Think aloud to share your thinking about why words are related as you model filling in word webs. Use the digital teacher journal and discuss the related words presented, add words from the print teacher journal to blank word webs, or generate your own webs on chart paper.</p> <p>For sigh, you could say: “Sigh means ‘breathe out deeply, often with sadness.’ The Little Red Hen sighed each time her friends would not help her. (show any page from the text in which the friends refuse to help) My friend sighs when he doesn’t get a turn on the computer. Listen to me sigh... (demonstrate sighing) Let’s say sigh together: sigh.</p> <p>“Let’s make a word web for the word sigh. (display web) Sigh goes in the middle of our web. Now I’m going to think of other words I know that go with the word sigh. I’m going to add the word <i>whine</i>. (add to web or point out on journal) When we <i>whine</i>, we are usually sad and often make noises like sighs.”</p> <p>If creating a web, you can add other related words or pictures and think aloud about why they are related. If using the digital teacher journal, explore the remaining related words.</p> <p>For folktale, you could say: (display both lesson texts) “Here are our two folktales for this unit. A folktale is a story passed down from generation to generation. A new story that has not been told before is not a folktale. There are different folktales told in different parts of the world. Let’s say folktale together: folktale.</p> <p>“Here’s a web for the word folktale. (display web) Folktale goes in the middle of the web. Now I want to think of some other words that go with or are related to folktale. I could add the name of a folktale; I’ll add ‘<i>The Little Red Hen</i>’ to our web. (add or point out the picture on the journal) That is an example of a folktale. Maybe you can think of some names of other folktales to add to our web...”</p> <p>Think aloud as you add other related words to your web or explore the remaining related words on the teacher journal.</p> <p>Lay out the Vocabulary Picture Cards for folktale and sigh. Place the related word card for <i>whine</i> underneath the sigh picture card the related word card for ‘<i>The Little Red Hen</i>’ underneath the folktale picture card. Think aloud and review why these words are related to the Words to Know.</p> <p>You could say: “Now I’m going to review the words we said are related to our words folktale and sigh. You are going to do this in your groups after we practice more together...” After reviewing, continue to the We Do routine to make webs for guard and grain.</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create webs for the remaining words, inviting them to choose related words and explain why they are related.</p> <p>For guard, you could say: “Now let’s talk about the word guard. (display the guard vocabulary picture) Guard means ‘to protect a person or place from harm’. This person is guarding the children on the road. He wants to be sure the children cross the road safely. (display the <u>Little Red Hen</u> book) In our book, I think the dog might be the one who guards the farm. Do you have a dog at home? My dog guards our home when we are gone. Let’s say guard together: guard.</p> |

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| | <p>“Here is a web for the word guard. (display web) Guard is in the middle of the web. Now I’m going to add a related word to our web. Which word do you think is related to guard—<i>protect</i> or ice cream? Tell your partner which word is related to guard. (allow brief talk time) Who wants to share their answer or another related word?”</p> <p>Discuss students’ responses, guiding them to explain how words are related. If making a web, add associated words or pictures; if using the digital teacher journal, discuss the words presented.</p> <p>For grain, you could say: “Here are some grains like the Little Red Hen found when she was scratching for food. (show students some grains) Grains are the seeds of cereal plants. We eat grains because they are healthy and tasty. The Little Red Hen planted grains so a cereal plant would grow. Let’s say grain together: grain.”</p> <p>“Here is a web for the word grain. (display web) Grain is in the middle of the web. Which word do you think is related to grain –hamster or <i>seed</i>? Tell your partner which word is related to the word grain. (allow brief talk time) Who wants to share their answer or other related words for our web?”</p> <p>Discuss students’ responses, guiding them to explain how words are related. Add their ideas to your web or discuss the words on the teacher journal.</p> <p>Demonstrate sorting the related words cards <i>whine</i>, ‘The Little Red Hen,’ <i>seed</i>, and <i>protect</i> by placing them beneath the associated Vocabulary Picture Cards. Call on students to help you sort the words. Evaluate and extend their explanations for why words are related.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into small groups. Distribute the related words cards and copies of the Vocabulary Picture Cards to each group. You could say: “Now it’s your turn to sort our related words and match them to the Word to Know they are related to. When you put a related word underneath a Word to Know, tell your friends why the words are related.”</p> <p>Circulate among groups to support students with explaining how words are related.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>Display all of the word webs. You could say: “With our word webs and word sorting, we learned more about our Words to Know and words that go with them. Can you name a word that is related to...”</p> <ul style="list-style-type: none"> • grain (<i>seed</i>) • sigh (<i>whine</i>) • guard (<i>protect</i>) • folktale (<i>‘The Little Red Hen’</i>) <p>The more we learn about words and related words, the more we understand them when we hear or read them. If you think of a word that is related to one of our Words to Know, please come and get me. I will help you add it to our word webs of related words.”</p> |





sigh



complain



whine



grain



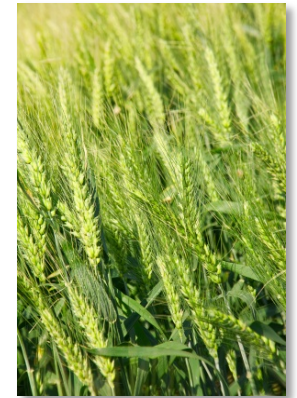
folktale



fairy tale



'The Little Red Hen'



plant



guard



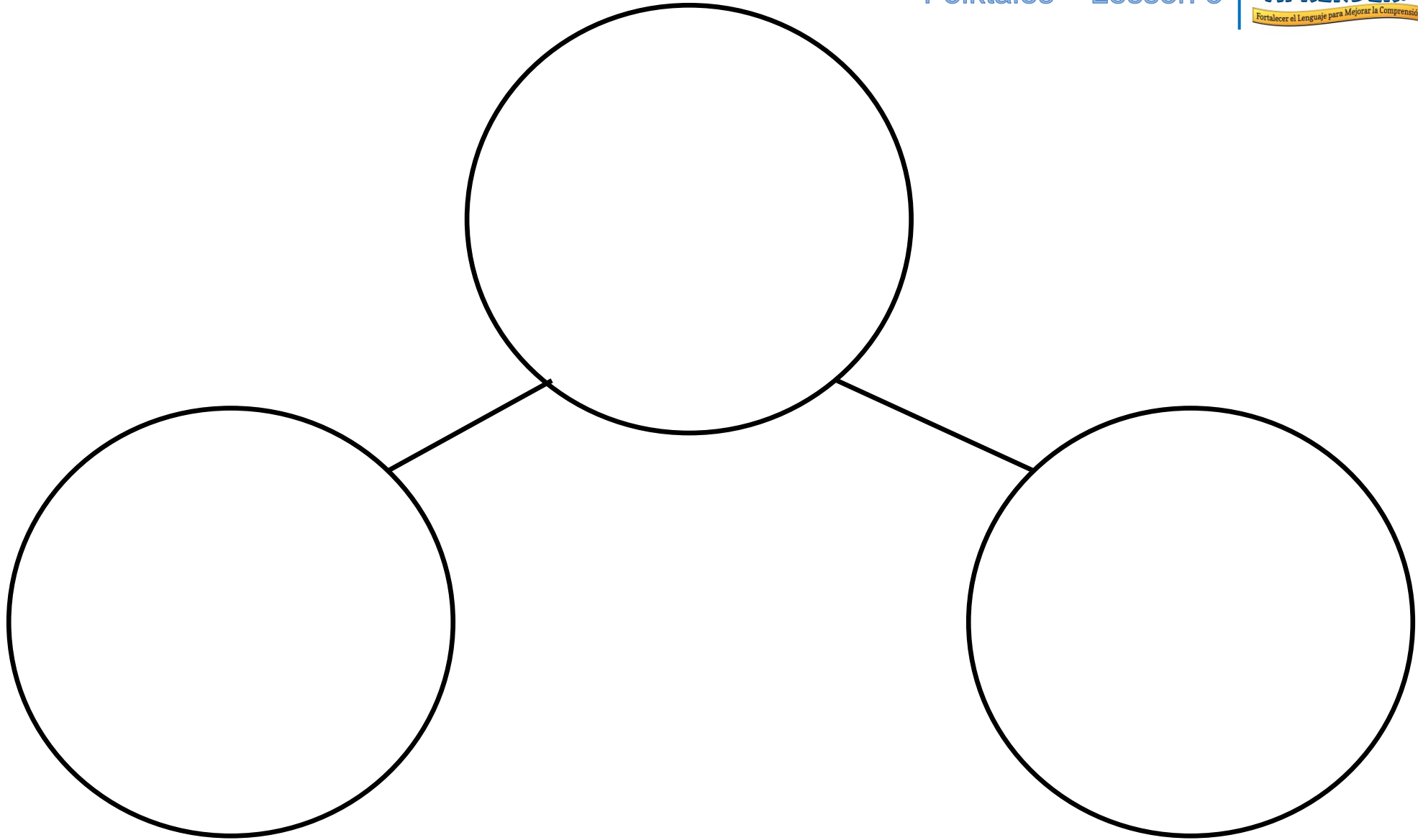
protect



shelter

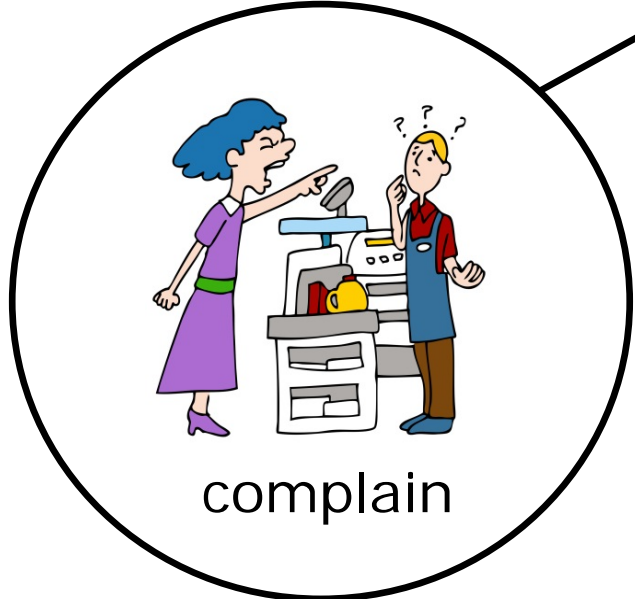


seed

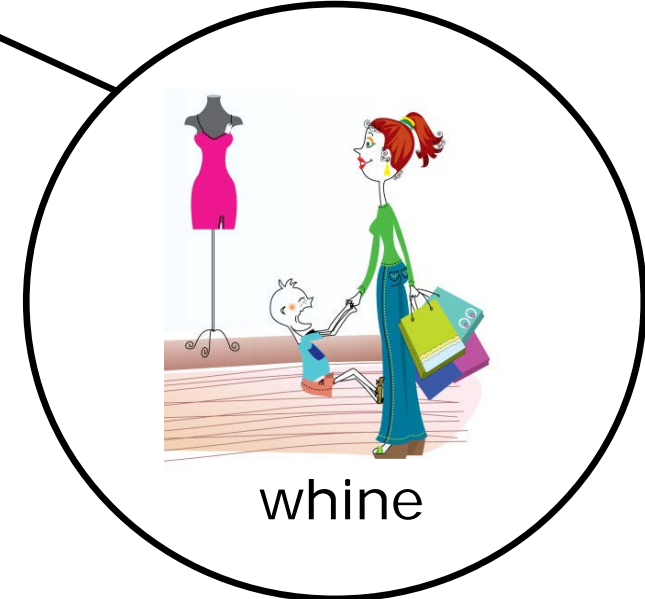




sigh



complain



whine



folktale



fairy tale



**'The Little
Red Hen'**



grain



plant



seed



guard



protect



shelter

sigh

Related Words Cards

Folktales – Lesson 3



sigh



complain



whine



moan

folktale

Related Words Cards

Folktales – Lesson 3



folktale



fairy tale



**'The Little
Red Hen'**



story

guard

Related Words Cards

Folktales – Lesson 3



guard



protect



shelter



watch

grain

Related Words Cards

Folktales – Lesson 3



grain



plant



seed



kernel

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| ¡VAMOS A APRENDER! PREK | CUENTOS POPULARES CAUSA Y EFECTO | ENTENDIENDO LA ESTRUCTURA TEXTUAL LECCIÓN 4 |
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¡MUÉSTRENME LO QUE SABEN! ¡Vamos a representar causa y efecto en obras de teatro cortas!

OBJETIVO DE ENSEÑANZA:

- Identificar palabras clave para entender la estructura textual de causa y efecto.

TÉCNICA DE ENSEÑANZA:

- Usar las palabras de navegación (Using Navigation Words)

TEXTO DE LA LECCIÓN:

- La Gallinita Roja por Carol Ottolenghi

TIPO DE INTERACCIÓN PARA HACEMOS/HACEN:

- La seleccionada por el maestro

MATERIALES DE LA LECCIÓN QUE USTED SUMINISTRA:

- Pliego de papel
- Proyector o tablero interactivo
- Accesorios

MATERIALES DE LA UNIDAD QUE SE SUMINISTRAN:

- Tarjeta WRAP #1
- Tarjetas de vocabulario: **suspiro, historia, grano y convertir**
- Diario del Maestro #4

INSTRUCCIONES ESPECÍFICAS PARA ESTA LECCIÓN:

- **Antes de la lección...** Puede reunir algunos accesorios (p. ej., trigo, almohadas o títeres para representar los personajes del cuento) para que los estudiantes usen al representar acciones que muestran causa-efecto. Usted trabajará junto con los estudiantes para generar oraciones de causa-efecto basadas en la información del libro La Gallinita Roja. Puede escribir las oraciones en pliegos de papel, el tablero o mostrar las que se presentan en el Diario del Maestro #4 usando un proyector.
- Durante la sección **HAGO**, demuestre como representar las oraciones de causa-efecto. Use accesorios, movimientos y mímica mientras lee las oraciones. Durante las secciones **HACEMOS** y **USTEDES HACEN**, ayude a los estudiantes a representar las oraciones de causa-efecto.

RUTINA DE LA LECCIÓN

INICIO

EMPEZAR LA LECCIÓN CON WRAP SET #1: SUSPIRO, HISTORIA, GRANO, CONVERTIR

Capture el interés de los estudiantes. Por medio de un ejemplo active el conocimiento previo que los estudiantes tienen sobre el concepto o la habilidad que usted va a enseñar. Diga el propósito de la lección y por qué éste es importante para comprender lo que escuchamos o leemos.

Usted puede decir:

“¿Alguien sabe qué pasa cuando dejamos la nieve afuera del refrigerador? ¡Muy bien se derrite! Cuando saco la nieve del refrigerador se derrite *porque* se calienta. Esta oración habla de un *efecto* y una *causa*. Un *efecto* -la nieve se derrite. La *causa* - por sacar la nieve del refrigerador-. Hoy vamos a ver las *causas* y los *efectos* en nuestro cuento La Gallinita Roja. Vamos a usar la palabra *porque* para escribir oraciones de *causa-efecto* y luego las vamos a representar para entender su significado. Es importante entender las palabras que indican causa y efecto para entender mejor lo que leemos”.

HAGO

Enseñe el concepto o habilidad principal usando explicaciones, instrucciones y/o pasos claros. Muestre dos ejemplos de la habilidad o el concepto que los estudiantes van a practicar en la sección HACEN. Si es apropiado muestre un ejemplo completo.

Demuestre como generar oraciones de causa-efecto basadas en los eventos del libro. Escriba las oraciones en el tablero o señálelas en el Diario del Maestro #4. Luego represente las causas y los efectos del libro.

Usted puede decir:

“Voy a empezar con las últimas páginas del libro. ¡Nunca hacemos eso! ¿Verdad?”

(lea la penúltima página que empieza con “no me ayudaron...”) “¡Miren las caras de los animales en esta página! ¿Cómo se sienten los animales? ¡Se sienten tristes! La *causa* de que los animales estén tristes es que la Gallinita no compartirá su pan con ellos. Voy a escribir una oración de *causa-efecto*. **(escriba la oración en el tablero o muestre la que está en el diario pág. 1)** *Los animales están tristes porque la Gallinita Roja no compartirá el pan con ellos.* Aquí está la palabra *porque*. **(señale la palabra *porque*)** Esa palabra une el *efecto* –los animales están tristes– con la *causa* – la Gallinita no compartirá su pan.

(lea de nuevo la penúltima página) “Esta página tiene una causa y un efecto de la *historia* de la Gallinita Roja. **(escriba otra oración de causa-efecto o muestre la segunda del diario)** *Los animales no podrán comer pan porque no ayudaron a la Gallinita a hacer nada.* Ahora, voy a representar el efecto y la causa de esta parte del cuento. Mírenme...

- Los animales no podrán comer pan. **(represente a los animales tristes)**
- *Porque* no ayudaron a la Gallinita a hacer nada... **(represente a los animales siendo perezosos)**

(lea las primeras cinco páginas que terminan con “y así lo hizo”) “Voy a escribir otra oración de causa-efecto usando la palabra *porque*. **(escriba otra oración de causa-efecto o muestre la del diario)** *A la gallinita le tocó sembrar sola los granos porque los animales no le ayudaron.* Ahora, voy a representar el efecto y la causa.

- A la gallinita le tocó sembrar los **granos** sola... **(represente la gallinita sembrando sola el pan)**
- *Porque* los animales no le ayudaron”. **(represente a los animales diciendo que no ayudaran)**

HACEMOS

Ayude, retroalimente y facilite que los estudiantes practiquen el concepto o la habilidad que se enseña. Asegúrese que todos los estudiantes participen activamente. Antes de pasar a la sección HACEN, verifique que los estudiantes estén entendiendo y asegúrese de que están listos para practicar el concepto o la habilidad que se está enseñando.

Con la ayuda de los estudiantes genere más oraciones de causa-efecto basadas en los eventos del libro. Luego, ayúdelos a representarlas usando gestos, expresiones y movimientos.

**Lea la página once que empieza con “¿Quién me va a ayudar a cortar y trillar el trigo?”
Usted puede decir:**

“Ahora vamos a representar más oraciones de *causa-efecto*. Voy a escribir el *efecto*. **(escriba el efecto o señálelo en el diario)** *A la Gallinita Roja le tocó cortar y trillar sola el trigo* ¿Ahora qué palabra debo escribir para explicar la causa? **(espere las respuestas)** ¡Muy bien! Voy a escribir *porque*... Ahora, díganle a su compañero qué pasó. ¿Cuál fue la causa? *A la Gallinita Roja le tocó cortar y trillar sola el trigo porque*... ¿Los animales no le ayudaron o *porque* la Gallinita vivía sola en la granja? **(anime a los estudiantes a hablar)** ¿Qué debo escribir para unir el *efecto* con la *causa*? **(espere las respuestas)** ¡*Porque*, Correcto! *La Gallinita cortó y trilló sola el trigo porque*... **(termine la oración)**

“Ahora, vamos a representar la causa y el efecto...”


- Primero, vamos a representar el efecto. Muéstrenle a su compañero lo que la gallinita hizo... La Gallinita cortó el trigo sola... **(anime a los estudiantes a hacer como si cortaran y trillarían el trigo)**
- *Porque* los animales no le ayudaron. **(anime a los estudiantes a representar los animales perezosos que no quieren ayudar)**

(Lea la página diecisiete que empieza con ‘¿Quién me va a ayudar a llevar los granos de trigo al molino?’) “¿Cuál fue el *efecto*? *La Gallinita Roja llevó los granos sola al molino*... **(espere las respuestas)** ¡Muy bien! ...*porque*... *los animales no la ayudaron*. **(escribala la causa o muéstrela en el diario)** ¿Qué palabra use para unir el *efecto* con la *causa*? **(espere las respuestas)** ¡Muy bien, *porque*! **(señale *porque*)** Vamos a hacerlo otra vez. ¿Qué pasó? **(espere las respuestas)** ¡Muy bien! *La Gallinita Roja llevó sola los granos al molino.* Ahora, ¿qué palabra debo decir para unir el *efecto* con la *causa*? *Porque*... **(termine la oración)**

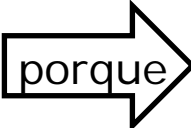
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| | <p>“Ahora, vamos a representar el efecto y la causa ...</p> <ul style="list-style-type: none"> • Ahora vamos a dramatizar el <i>efecto</i>. (anime a los estudiantes a representar la gallinita llevando el trigo sola al molino) • Díganle a su compañero cuál palabra usamos para decir que hay un <i>efecto</i> y una <i>causa</i>. (ayude a los estudiantes a decir la palabra <i>porque</i>) • Ahora representen la <i>causa</i>. Los animales no la ayudaron a la Gallinita”. (anime a los estudiantes a representar los animales perezosos que no quieren ayudar) <p>Si es necesario de más ejemplos para ayudar a los estudiantes a identificar la palabra <i>porque</i> y a entender la causa y el efecto en las oraciones.</p> |
| <p>USTEDES HACEN</p> | <p>Dé a los estudiantes al menos dos oportunidades de practicar de manera independiente el concepto o la habilidad que se está enseñando. Dé retroalimentación individual a los estudiantes. Al final de la sección HACEN reúna de nuevo a los estudiantes y pida su atención antes de empezar con el CIERRE.</p> <p>Usted puede decir: “¡Lo están haciendo muy bien! Me están ayudando a encontrar los <i>efectos</i> y las <i>causas</i> en nuestro cuento. También me están ayudando a usar la palabra <i>porque</i> para decir que hay un <i>efecto</i> y una <i>causa</i>. Vamos a seguir. Voy a leer el <i>efecto</i>, luego juntos diremos la palabra <i>porque</i>. Esa palabra nos dice que la siguiente parte de la oración será <i>la causa</i>. Luego quiero que representen o le muestren a su compañero la <i>causa</i>.</p> <ol style="list-style-type: none"> 1) La gallinita agarró/recogió los granos que encontró (junto con los estudiantes)... <i>porque</i>... quería sembrarlos y hacer pan. (los estudiantes representan la causa) 2) La gallinita sembró sola los granos... <i>porque</i>... ninguno de los animales le ayudó. (los estudiantes representan) 3) La gallinita regó y cortó sola el trigo... <i>porque</i>... el perro, el cerdo y la vaca siempre decían que estaban muy ocupados para ayudar. (los estudiantes representan) 4) El trigo creció muy alto... <i>porque</i>... durante el verano La gallinita lo regó. (los estudiantes representan) 5) La Gallinita Roja tuvo la harina para hacer la masa... <i>porque</i>... el molinero molió el grano. (los estudiantes representan) 6) Un delicioso olor salió del horno... <i>porque</i>... la Gallinita Roja horneó el pan. (los estudiantes representan) 7) La Gallinita Roja se comió sola el pan sin compartirlo... <i>porque</i>... los animales no ayudaron a nada”. (los estudiantes representan) |
| <p>CIERRE</p> | <p>Ayude a los estudiantes a revisar brevemente la habilidad o concepto clave que aprendieron, indíqueles como pueden aplicar dicho concepto en otras actividades o contextos y cierre la lección de manera ordenada.</p> <p>Muestre una de las oraciones de causa-efecto. Usted puede decir: “Algunas palabras que aparecen en los cuentos nos dicen que el cuento tendrá <i>causas</i> y <i>efectos</i>. Vamos todos a decir... <i>causa</i>... <i>Causa</i>. Vamos todos a decir <i>efecto</i>... <i>Efecto</i>. ¿Cuál palabra nos dice que hay un efecto y una causa? (espere las respuestas) ¡Muy bien, <i>porque</i>! Cuando lean con su familia, si escuchan la palabra <i>porque</i> díganle a quien lee que les ayude a encontrar la <i>causa</i> y el <i>efecto</i> del cuento. Cuando identificamos <i>causas</i> y <i>efectos</i> en los cuentos, podemos entender mejor lo que leemos y escuchamos”.</p> |

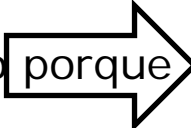
Oraciones de causa y efecto

Los animales están tristes  porque la Gallinita Roja no compartirá el pan con ellos.

Los animales no podrán comer pan  porque no ayudaron a la Gallinita a hacer nada.

A la gallinita le tocó sembrar sola los granos  porque los animales no le ayudaron.

A la Gallinita Roja le tocó cortar y trillar sola el trigo  porque los animales no le ayudaron.

La Gallinita Roja llevó sola los granos al molino  porque los animales no ayudaron.

La gallinita agarró/recogió los granos que encontró **porque** quería sembrarlos y hacer pan.

La gallinita sembró sola los granos **porque** ninguno de los animales le ayudó.

La gallinita regó y cortó el trigo sola **porque** el perro, el cerdo y la vaca siempre decían que estaban muy ocupados para ayudar.

El trigo creció muy alto **porque** durante el verano La gallinita lo regó.

La Gallinita Roja tuvo la harina para hacer la masa **porque** el molinero molió el grano.

Un delicioso olor salió del horno **porque** la Gallinita Roja horneó el pan.



La Gallinita Roja se comió sola el pan sin compartirlo **porque** los animales no ayudaron a nada.

¡VAMOS A APRENDER!








Fortalecer el Lenguaje para Mejorar la Comprensión

WEEKLY LESSON PLANNER

CUENTOS POPULARES

| Week 2 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
|---------------------|---|--|--|---|
| Lesson Type | Integration | Read to Me | Text Mapping | Integration |
| Objectives | <ul style="list-style-type: none"> Recontar una narración incluyendo los elementos de un cuento. | <ul style="list-style-type: none"> Use prior knowledge and information from the text to make and confirm predictions. Participate in collaborative conversations about the book. | <ul style="list-style-type: none"> Use prepositional phrases with the prepositions <i>at</i> and <i>toward</i>. | <ul style="list-style-type: none"> Use information from text to make accurate inferences. |
| Lesson Texts | <ul style="list-style-type: none"> <u>La Gallinita Roja</u> por Carol Ottolenghi | <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema  | <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema | <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema  |

Materials

| | | | | |
|-------------------------------------|---|---|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Proyector, tablero o pliego de papel  Bolsas o clips | <ul style="list-style-type: none"> Sticky notes | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard  Props to demonstrate <i>at</i> and <i>toward</i>  | <ul style="list-style-type: none"> Document camera or interactive whiteboard  Sticky notes |
| Unit Materials Provided | <ul style="list-style-type: none"> Símbolos de los elementos del cuento Dibujos del cuento para la lección #5  | <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sigh, folktale, grain, guard | <ul style="list-style-type: none"> Teacher Journal Lesson #7 Coyote and lamb cut-outs for Lesson #7   | <ul style="list-style-type: none"> Teacher Journal Lesson #8 Story Element Icons |



Digital/Tech



Prep Materials



Preview the Text



Game



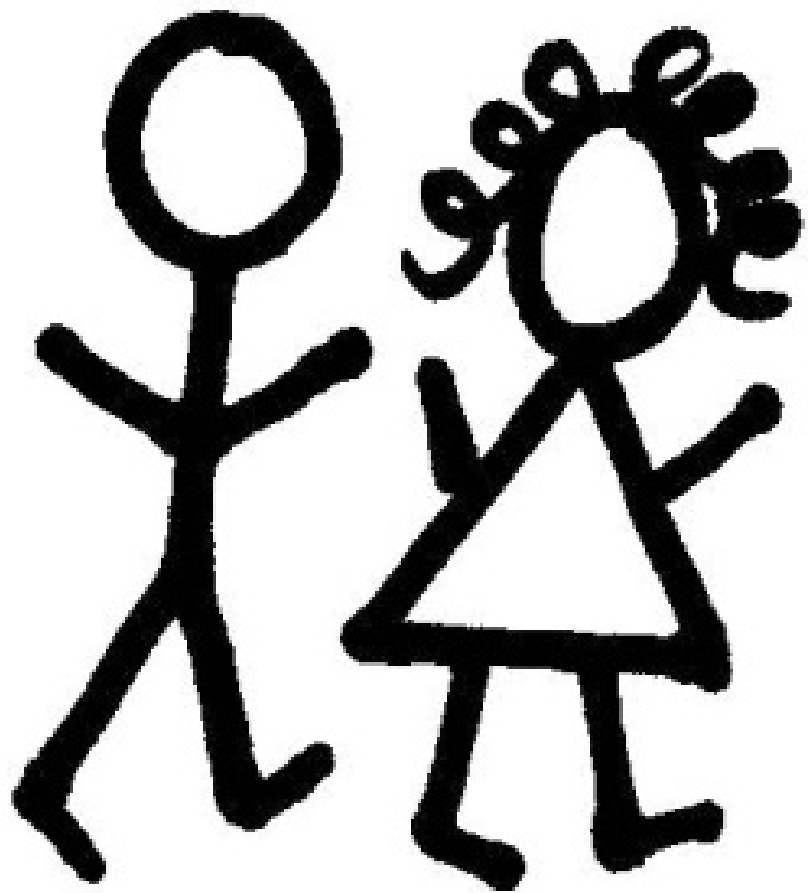
Save Materials

| ¡VAMOS A APRENDER! PREK | CUENTOS POPULARES CAUSA Y EFECTO | INTEGRACIÓN LECCIÓN 5 |
|---|--|--------------------------|
| ¡MUÉSTRENME LO QUE SABEN! ¡Vamos a representar causa y efecto en obras de teatro cortas! | | |
| OBJETIVO DE ENSEÑANZA: <ul style="list-style-type: none"> Recontar una narración incluyendo los elementos de un cuento. | | |
| TÉCNICA DE ENSEÑANZA: <ul style="list-style-type: none"> Recontar cuentos (Retelling) TEXTO DE LA LECCIÓN: <ul style="list-style-type: none"> <u>La Gallinita Roja</u> por Carol Ottolenghi TIPO DE INTERACCIÓN PARA HACEMOS/HACEN: <ul style="list-style-type: none"> Plática entre parejas (Think-Pair-Share) | MATERIALES DE LA LECCIÓN QUE USTED SUMINISTRA: <ul style="list-style-type: none"> Proyector, tablero o pliego de papel Bolsas o clips MATERIALES DE LA UNIDAD QUE SE SUMINISTRAN: <ul style="list-style-type: none"> Símbolos de los elementos del cuento Dibujos del cuento para la lección #5 | |
| <p style="text-align: center;">INSTRUCCIONES ESPECÍFICAS PARA ESTA LECCIÓN:</p> <ul style="list-style-type: none"> Antes de la lección... Recorte los dibujos de la lección #5. Haga grupos de dos dibujos, coloque los grupos en bolsas o únalos con clips. Use los símbolos de los elementos del cuento y los separadores que se dieron con la unidad de Ficción. Los elementos del cuento son <i>escenario, personaje, metas, intentos</i> (para lograr las <i>metas</i>) y <i>resultados</i>. Si usted desea enseñar otros elementos (p.ej., problema, solución, etc.) también puede incluirlos. Sin embargo, los nombres de los elementos de esta unidad, deben ser enseñados en las lecciones porque las preguntas de la evaluación <i>Muéstrame lo que Sabes</i> (Show Me What You Know) usarán estos términos. El énfasis en esta lección es recontar cuentos. <ul style="list-style-type: none"> Durante la sección HAGO, revise los símbolos de los elementos del cuento y muestre como recontar la historia. Muestre los símbolos de los elementos del cuento mientras usted va recontando la historia de <u>La Gallinita Roja</u>. Ponga los recortes de los dibujos del cuento sobre la mesa o muéstrelos usando un proyector, use esos dibujos para recontar el cuento. | | |
| RUTINA DE LA LECCIÓN | | |
| INICIO | <p>Capture el interés de los estudiantes. Por medio de un ejemplo active el conocimiento previo que los estudiantes tienen sobre el concepto o la habilidad que usted va a enseñar. Diga el propósito de la lección y por qué éste es importante para comprender lo que escuchamos o leemos.</p> <p>Usted puede decir: “Cuando mis hijos eran pequeños mi esposo les contaba los cuentos de los hermanos Grimm, son cuentos de hadas. A mis hijos les gustaban mucho esos cuentos. Cuando mi esposo se los contaba, él incluía todos los elementos del cuento. Conocer los elementos o partes más importantes de los cuentos en español y en inglés nos ayuda a entender mejor de qué se tratan los cuentos. Hoy vamos a recontar el cuento o la historia de <u>La Gallinita Roja</u>. Vamos a usar nuestros símbolos de los elementos del cuento para recordar las partes más importantes del cuento que debemos decir cuando contamos lo que pasó en el cuento”.</p> | |
| HAGO | <p>Enseñe el concepto o habilidad principal usando explicaciones, instrucciones y/o pasos claros. Muestre dos ejemplos de la habilidad o el concepto que los estudiantes van a practicar en la sección HACEN. Si es apropiado muestre un ejemplo completo.</p> <p>Revise los elementos de la estructura narrativa y los símbolos que los representan. Usted puede decir: “Aquí están los símbolos que nos ayudan a entender los elementos claves o partes importantes de un cuento.</p> <ul style="list-style-type: none"> El primer símbolo es para <i>el escenario</i>. (muestre el símbolo) El <i>escenario</i> es cuándo y dónde pasa el cuento. Cuando vemos este dibujo de una casa, vamos a hablar del <i>escenario</i>, de cuándo y dónde pasa el cuento. | |

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| | <ul style="list-style-type: none"> • El siguiente símbolo es para <i>personaje</i>. (muestre el símbolo) <i>Personaje</i> es una persona o un animal en un cuento. Cuando vemos este dibujo de dos personas, vamos a hablar de <i>los personajes</i>, que son las personas o animales de un cuento. • El tercer símbolo es para <i>meta</i>. (muestre el símbolo) La <i>meta</i> es lo que <i>los personajes</i> del cuento quieren lograr. El dibujo del trofeo nos recuerda que estamos hablando de <i>las metas</i>; de lo que los personajes quieren lograr. • Luego tenemos <i>los intentos</i>. (muestre el símbolo) Los <i>intentos</i> son las acciones que los personajes hacen para lograr sus <i>metas</i>. El dibujo de la mano nos ayuda a recordar las acciones que los personajes hacen para lograr las <i>metas</i>. • El último dibujo es para <i>resultado</i>. (muestre el símbolo) El <i>resultado</i> es lo que pasa cuando se acaba el cuento. El dibujo de una persona cruzando la línea final nos recuerda que debemos pensar en el <i>resultado</i>. Cuando vemos este dibujo de una persona cruzando la línea final, vamos a hablar de cómo termina el cuento”. <p>Muéstreles a los niños como recontar el cuento. Muestre cada uno de los símbolos de los elementos de la estructura narrativa del cuento mientras recuenta el cuento. Haga énfasis en todos los elementos claves del cuento.</p> |
| <p>HACEMOS</p> | <p>Ayude, retroalimente y facilite que los estudiantes practiquen el concepto o la habilidad que se enseña. Asegúrese que todos los estudiantes participen activamente. Antes de pasar a la sección HACEN, verifique que los estudiantes estén entendiendo y asegúrese de que están listos para practicar el concepto o la habilidad que se está enseñando.</p> <p>Junto con los estudiantes recuente la historia. Continúe mostrando los símbolos de los elementos de la narrativa del cuento mientras recuenta el cuento. También coloque los dibujos del cuento de esta lección en un proyector o en el tablero para guiar el recuento de la historia.</p> <p>Usted puede decir: “Ahora vamos a recontar el cuento de <u>La Gallinita Roja</u>. Cuando recontemos el cuento debemos incluir todos los elementos o partes importantes del cuento. ¡Vamos a empezar!</p> <ul style="list-style-type: none"> • (mostrar los símbolos de los personajes y el escenario) La Gallinita Roja vivía en una granja con otros animales. Díganle a su compañero quiénes eran los otros <i>personajes</i> del cuento. (de tiempo para hablar) • ‘...Un día, mientras buscaba comida, la Gallinita Roja encontró unos granos de trigo. Ella quiso que los otros animales la ayudaran a hacer algo...’ (mostrar el símbolo de las metas) Díganle a su compañero cuál fue la <i>meta</i> de la Gallinita Roja. Fue que los animales: <ul style="list-style-type: none"> ○ Sembraran el trigo para que pudieran hacer pan <i>o</i> ○ Visitaran el restaurante. (de tiempo para hablar) • ‘Los animales dijeron, “Yo no”. Eran demasiados flojos/perezosos para ayudarle a la Gallinita Roja a sembrar el trigo. (mostrar el símbolo de las metas) Díganle a su compañero lo que los animales le dijeron a la Gallinita Roja. (de tiempo para hablar; los estudiantes deben responder ‘Yo no’) • La Gallinita Roja sembró y cuidó el trigo, las plantas crecieron bien altas. (mostrar el símbolo de intentos) ¿Qué fue lo siguiente que <i>intentó</i> hacer la Gallinita para lograr su <i>meta</i> de hacer pan (de tiempo para hablar; evalúe las respuestas de los niños y ayúdelos a extender o aclarar sus respuesta como sea necesario) Ella... <ul style="list-style-type: none"> ○ Pidió ayuda para cortar y trillar el trigo, <i>o</i> ○ Pidió que fueran a la tienda y comprarán pan?” <p>Junto con los estudiantes, continúe recontando el cuento de la Gallinita Roja. Ayúdelos a incluir los elementos del cuento. Cuando haya completado el recuento, revise cada símbolo y platique con los estudiantes si todos los elementos del cuento fueron incluidos.</p> |

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| <p>USTEDES HACEN</p> | <p>Dé a los estudiantes al menos dos oportunidades de practicar de manera independiente el concepto o la habilidad que se está enseñando. Dé retroalimentación individual a los estudiantes. Al final de la sección HACEN reúna de nuevo a los estudiantes y pida su atención antes de empezar con el CIERRE.</p> <p>Divida los estudiantes en grupos de dos y reparta los dibujos del cuento para la lección #5. Mostar los símbolos del cuento para que los estudiantes lo usen como referencia.</p> <p>Usted puede decir: “Ahora es su turno de recontar la historia o el cuento de <u>La Gallinita Roja</u> a su compañero. Recuerden que usamos los símbolos para recordar los elementos o partes importantes del cuento que debemos decir al contar el cuento. Voy a escuchar como ustedes cuentan el cuento. Voy a decirles si ustedes están incluyendo todos los elementos o partes más importantes del cuento”.</p> <p>Ayude a los estudiantes a recontar el cuento. Puede usar los dibujos del cuento para ayudar a los niños a contar la historia. Díganle a los estudiantes cuáles elementos usaron y cuáles no. Pídales que practiquen otra vez y que incluyan los elementos del cuento que faltaron.</p> |
| <p>CIERRE</p> | <p>Ayude a los estudiantes a revisar brevemente la habilidad o concepto clave que aprendieron, indíqueles como pueden aplicar dicho concepto en otras actividades o contextos y cierre la lección de manera ordenada.</p> <p>Usted puede decir: “¡Lo hicieron muy bien! Recontaron el cuento de <u>La Gallinita Roja</u>. Conocer y usar los elementos o partes más importantes del cuento nos ayuda a contar y entender mejor los cuentos. Vamos a revisar los elementos del cuento:</p> <ul style="list-style-type: none"> • (mostrar el símbolo de <i>personaje</i>) ¿Quiénes son <i>los personajes</i> de nuestro cuento? (la Gallinita Roja, la vaca, el perro y el cerdo) • (mostrar el símbolo de <i>escenario</i>) ¿Cuál es <i>el escenario</i> de nuestro cuento? (la granja) • (mostrar el símbolo de <i>meta</i>) ¿Qué quiso hacer la Gallinita Roja? ¿Cuál fue su <i>meta</i>? (hacer pan) • (mostrar el símbolo de <i>intentos</i>) ¿Qué <i>intentó</i> hacer la Gallinita Roja para lograr su <i>meta</i>? (intentó buscar ayuda, plantó los granos, los cortó, los llevó al molino, hizo el pan y se lo comió sola) • (mostrar el símbolo de <i>meta</i>) ¿Cuáles fueron <i>las metas</i> de la vaca, el cerdo y el perro? (no ayudar a nada) • (mostrar el símbolo de <i>intentos</i>) ¿Qué <i>intentaron</i> hacer los animales? ¿Cuáles fueron sus <i>intentos</i> para lograr sus <i>metas</i>? (ellos le dijeron a la Gallinita Roja, ‘Yo no.’ Ellos dieron excusas para no ayudar) • (mostrar el símbolo de <i>resultados</i>) ¿Cuál fue <i>el resultado</i> o el final de nuestro cuento? (la Gallinita Roja se comió el pan sola y los animales se sintieron tristes) <p>¡Son muy buenos para recontar cuentos! En el siguiente libro que leamos o que ustedes lean en su casa, van a decir los elementos o partes más importantes del cuento”.</p> |





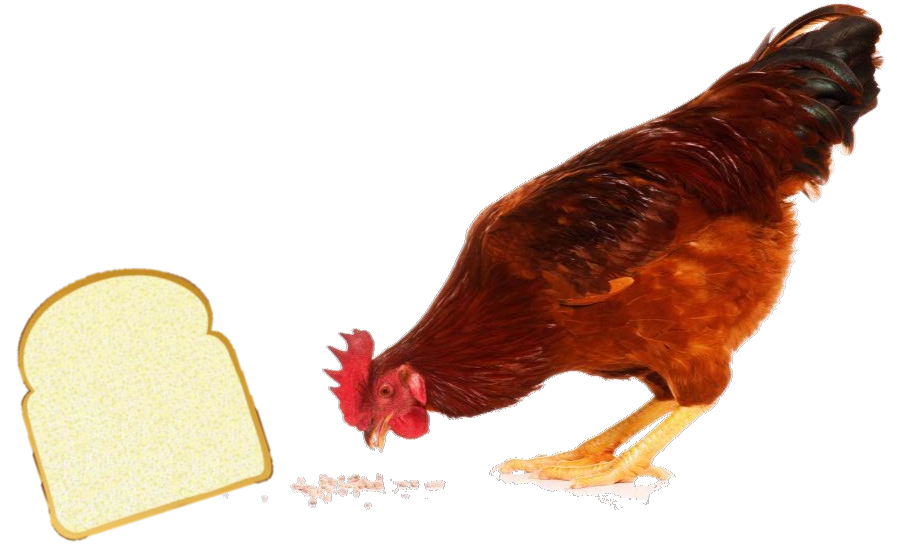






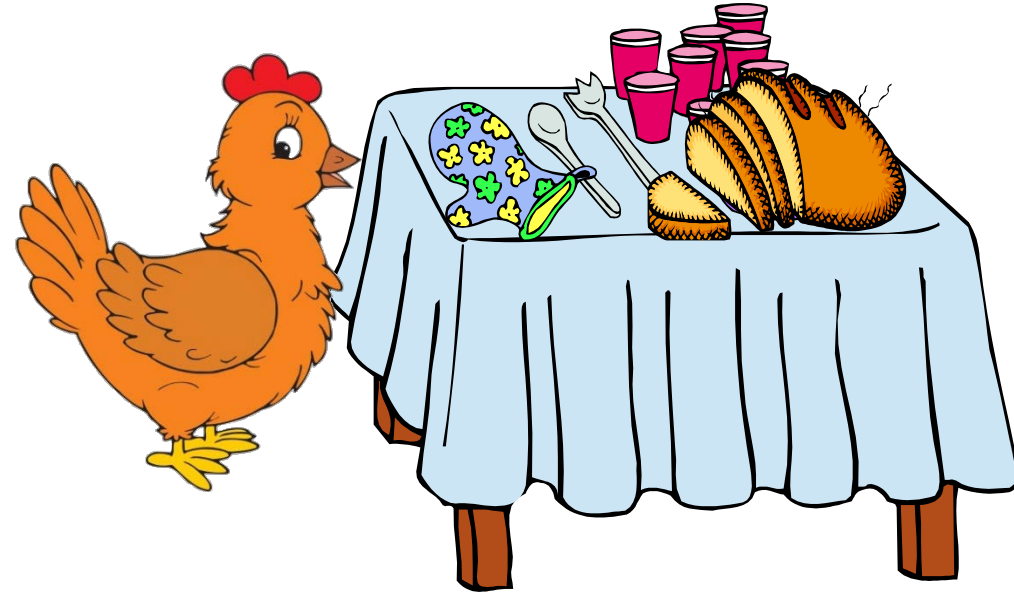
Dibujos del cuento

Cuentos Populares – Lección 5



Dibujos del cuento

Cuentos Populares – Lección 5



| ¡VAMOS A APRENDER! PREK | FOLKTALES CAUSE AND EFFECT | READ TO ME LESSON 6 |
|---|--|------------------------|
| SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect! | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information from the text to make and confirm predictions. • Participate in collaborative conversations about the book. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #2 • Vocabulary Picture Cards: sigh, folktale, grain, guard | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text. Use sticky notes to mark pages on which you will model predicting or ask prediction questions. You may also note possible questions for rich discussion. Examples and suggestions are provided in the lesson, but you could use others. • During the I Do routine, review the Predicting technique; remind children that they should think about what they know coupled with clues in the story to make “guesses” about what will happen next. As you read, stop to confirm the accuracy of children’s predictions; when needed, revise predictions or generate new ones. • The goal of the Rich Discussion technique is to foster an extended discussion of the text in which all students have the opportunity to take multiple conversational turns. A rich discussion should be facilitated by you but dominated by student talk. Encourage students to elaborate on their responses and follow up on each other’s ideas. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: SIGH, FOLKTALE, GRAIN, GUARD </div> <p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “When my family watches sports on TV, we like to <i>predict</i> or guess which team will win. We use the information we know about both teams and what the writers and sportscaster say about the game and try to predict the winner. Today when we read, we can take the information in our brains and what we read in the story to make <i>predictions</i>, or guesses, about what might happen next in the book. We can check our predictions while we read to see if they were correct. Talking about our English and Spanish books as we read them and making predictions helps us think about and understand what we read and hear.”</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model making predictions as you read <u>Borreguita and the Coyote</u>. You could say: “Today we’re going to read the next folktale in this unit, <u>Borreguita and the Coyote</u>. I’m going to stop and talk about our book as we read and practice making predictions, or guesses. Let’s get started!</p> <p>(read first page) “I’m going to stop here and make a prediction. I know that coyotes eat small animals. My sister’s cat was attacked by a coyote in our yard. Borreguita is a small lamb and was left in the field all alone. I predict the coyote will see that and eat her. (after reading the next page of text, think aloud about your prediction, explaining that it was incorrect)</p> | |

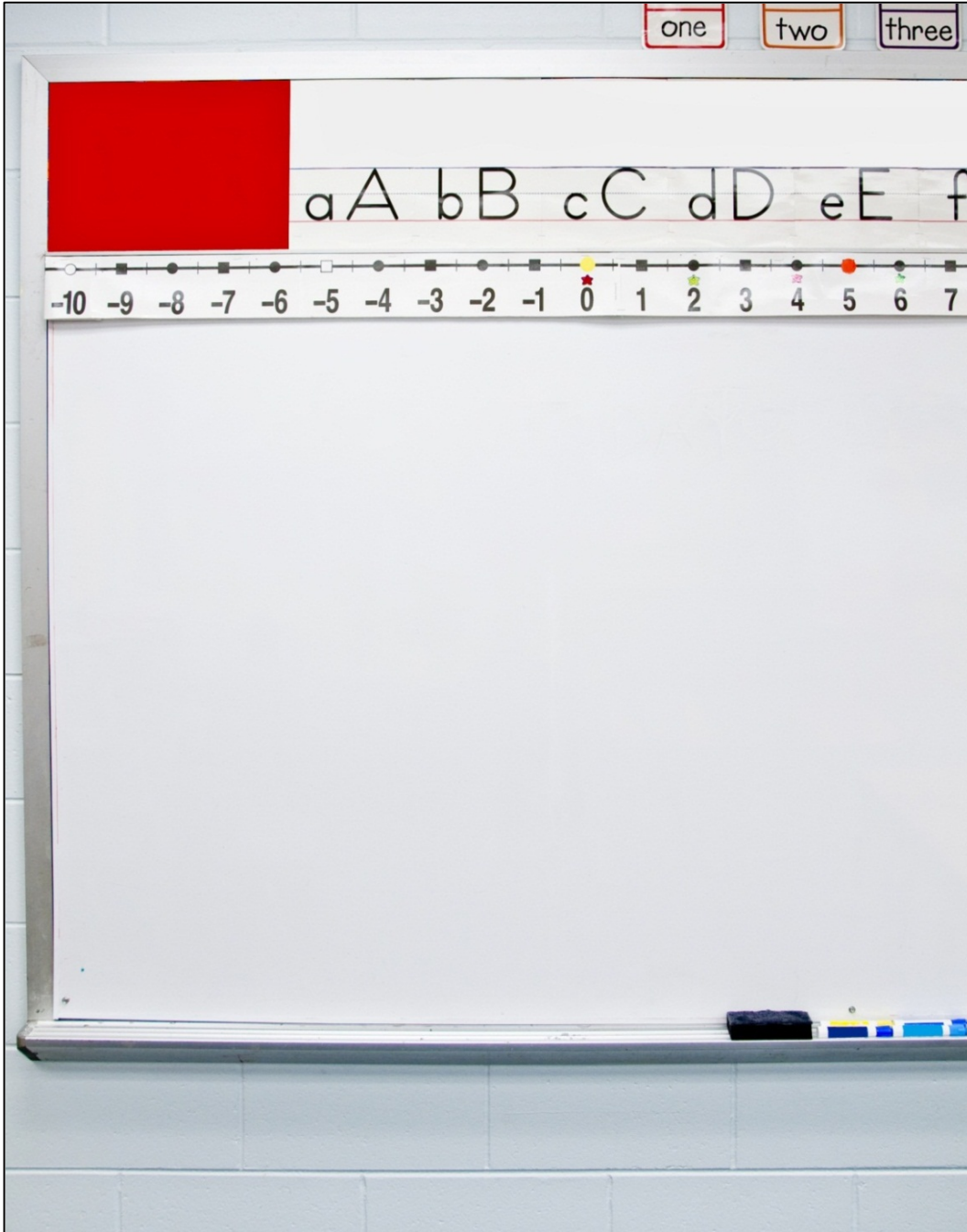
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| | <p>(read sixth page; “After many days...”) “I’m going to make another prediction. I think that Borreguita will show the coyote how to find cheese. I know if you want someone to eat something new, you try to convince them the food is good. The text tells us the coyote wants to eat Borreguita. I predict Borreguita will try to teach the coyote to like cheese so he will leave Borreguita alone.”</p> <p>Read through the eighth page, ending with “turned and headed for the shore.” After reading, model reevaluating your prediction, explaining that it was incorrect; Borreguita tricked Coyote again, but not by getting him to like cheese.</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading the text. Invite students to help you make and evaluate predictions.</p> <p>You could say: (after eleventh page; “At dawn the next day...”) “I know that if I get tricked by someone, I will be watching to see if they try to trick me again. The coyote has been tricked twice by Borreguita. Show your partner a thumbs-up if you predict the coyote will be tricked again... Show your partner a thumbs-down if you predict the coyote will not be tricked again... I’m going to predict that the coyote will not be tricked again and will eat the lamb this time. (at the end of the next page of text, model revising your prediction; confirm or refute it as you continue reading)</p> <p>(after nineteenth page; “Early the next morning...”) “Show your partner a thumbs-up if you think the coyote will be tricked again... Show your partner a thumbs-down if you think the coyote will not be tricked again... I’m going to predict the coyote will be tricked again. He did not learn from the other times Borreguita tricked him, so I predict he will be tricked yet another time! Turn to your partners and tell them why you think the coyote will or will not be tricked.”</p> <p>Allow talk time and then read the next page of text. Think aloud to reevaluate your prediction. Then guide students to reevaluate the predictions they made with their partners. Were they confirmed?</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, lead a discussion of the text with the whole group. This should be teacher-led but student-dominated conversation. You could say: “In this folktale, the lamb was the very smart animal, and the coyote did not seem very smart. Let’s talk about the story...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why do you think Coyote gave Borreguita so many chances to trick him? • What do you think happened to Coyote after our story was over? • Tell us about a time when you were tricked or you tricked someone and how it made you feel. |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “I learned a lot about the <i>characters</i>, Borreguita and Coyote, as we read and made predictions. We used information in our brains and the information in the book to help us think about what might happen next in the story. When we talk about a story and make predictions, it helps us understand what we read and hear. We can make predictions about a lot of things. Maybe you can predict what center one of your friends will choose during free choice time. When you see what centers are open, you can use that information and what you know your friend likes to do, and predict what he or she will choose.”</p> |

| ¡VAMOS A APRENDER! PREK | FOLKTALES CAUSE AND EFFECT | TEXT MAPPING LESSON 7 |
|---|--|--------------------------|
| SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect! | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use prepositional phrases with the prepositions <i>at</i> and <i>toward</i>. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Recasting LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Props to demonstrate <i>at</i> and <i>toward</i> UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Coyote and lamb cut-outs for Lesson #7 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out the coyote and lamb cut-outs for Lesson #7. Each pair of students should have one lamb and one coyote. Gather props that you can use to demonstrate the prepositions <i>at</i> and <i>toward</i>. Examples are included in the lesson routines, but you could use other props as well. In this lesson, the objective is for students to use the prepositions <i>at</i> and <i>toward</i> to increase the variety of prepositions they use. <i>Save the coyote and lamb cut-outs for use in Lesson 12.</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “In our units, we’ve been learning a lot about words that help us understand what we read and hear. We practice using words to help us learn them. Today we’re going to use the words <i>at</i> and <i>toward</i>. These words are <i>prepositions</i> that describe where something is located or in what direction something is moving. We’ll listen to these words in our story about Borreguita. Knowing the meanings of words and using new words helps us understand them when we read or hear them. That makes us better readers and listeners!”</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model using the coyote and lamb cut-outs and props to practice saying the prepositions <i>at</i> and <i>toward</i>. Suggested props are indicated with brackets in the sample script, but you could use others.</p> <p>You could say: (read first page of lesson text) “In the first sentence, the author tells us where Borreguita lives. It says ‘... <i>at</i> the foot of a mountain.’ Borreguita’s farm is located <i>at</i> the foot, or the bottom, of a mountain. (point to illustration) Now I will practice using the preposition <i>at</i>. I will tell my partner— [Student X], will you be my partner—to place Borreguita <i>at</i> the back of the [farm]. (prompt student to place Borreguita cut-out by prop) Good. I told you the place or location for Borreguita.”</p> <p>(read eighth page; “Coyote slipped into the water...”) “Listen to this sentence: ‘Coyote slipped into the water and paddled <i>toward</i> the cheese.’ The word <i>toward</i> tells us he is moving in the direction of the cheese, or what he thinks is cheese. (point to illustration) Now I will show you Coyote moving <i>toward</i> the [blocks]. (move coyote cut-out toward prop) When I used the preposition <i>toward</i>, I told you what direction Coyote was moving in.”</p> | |

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|----------------------|--|
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs. Distribute the coyote and lamb cut-outs, one of each to a pair. Guide students to use the cut-outs and props as they practice using the words <i>at</i> and <i>toward</i>.</p> <p>You could say: (read or summarize through sixth page, which begins “After many days...”) “Let’s practice using <i>at</i> and <i>toward</i> together. Borreguita told Coyote that there is a pond <i>at</i> the end of the pasture and to meet him there. (point out illustration on next page) She told Coyote where the pond was placed—<i>at</i> the end of the pasture. The partner with the lamb goes first. Tell your partner where to place his or her coyote. They should place their coyote <i>at</i> the [corner of a table]. (provide time for activity) Now the partner with the coyote; tell your partner where to place Borreguita. They should place Borreguita <i>at</i> the [front of the table]. (provide time for activity)</p> <p>“Nice job listening to your partner tell you where to place your lamb or coyote cut-out. That preposition told us the location of our lamb or coyote—where they were. They were <i>at</i> the [corner of a table] or <i>at</i> the [front of a table].</p> <p>(read eleventh page; “At dawn the next day...”) “In this picture, (point out illustration) can you see what Coyote is headed <i>toward</i>? (pause for response) Yes, Coyote is headed toward the mountain, toward the ledge where Borreguita is standing. Partners that have a Borreguita, tell your partner to move the coyote so he is headed <i>toward</i> the [door]. (provide time for activity) Now the partner with Coyote, tell your partner to move Borreguita toward the [calendar]. (provide time for activity)</p> <p>“Nice job listening to your partner tell you where to move your animal using the word <i>toward</i>. That preposition told us what direction our lamb or coyote was moving in. They were moving <i>toward</i> the [door] or <i>toward</i> the [calendar].”</p> <p>Provide further examples to support students with using the prepositions <i>at</i> and <i>toward</i>.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display Teacher Journal Lesson #7 to provide classroom locations for students to reference. You could post all pages at once, or you could structure the activity by switching the displayed page only when all students are ready to move to the next picture.</p> <p>You could say: “Now you and your partner can practice using the prepositions <i>at</i> and <i>toward</i> as you tell each other where to move or place Borreguita or Coyote. Here are some pictures to help you tell your partner what to do. I will also be coming around and will help you give your partner directions.” Support students with giving and following directions, ensuring that they are using the prepositions <i>at</i> and <i>toward</i>.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “ We practiced two prepositions today that help us understand where something is placed or located and where something is moving. In our story, the author tells us where something is located using the preposition <i>at</i>. Let’s all say <i>at</i>... The author tells us what direction something is moving in by using the preposition <i>toward</i>. Let’s all say <i>toward</i>... When you want to tell a friend where to put something or where they should move, you can use the words you practiced today—<i>at</i> and <i>toward</i>. Knowing the meanings of words and using new words helps us understand them when we read and listen.”</p> |

Teacher Journal

Folktales – Lesson 7



Whiteboard



Bookshelf



**Classroom
door**



Play center

Classroom sink



Coyote and Lamb Cut-Outs

Folktales – Lesson 7



| ¡VAMOS A APRENDER! PREK | FOLKTALES CAUSE AND EFFECT | INTEGRATION LESSON 8 |
|--|--|-------------------------|
| SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect! | | |
| TEACHING OBJECTIVE: | | |
| <ul style="list-style-type: none"> • Use information from text to make accurate inferences. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Inferencing LESSON TEXT: <ul style="list-style-type: none"> • <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera or interactive whiteboard • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Teacher Journal Lesson #8 • Story Element Icons | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text. Use sticky notes to mark parts where you will model the Inferencing technique or ask inferential questions. Suggestions are provided in the lesson routines, but you could use others. • Although this lesson focuses on making inferences, you should also review the story elements from <u>Borreguita and the Coyote</u>. The story elements taught are <i>setting</i>, <i>character</i>, goals, attempts, and <i>outcome</i>. Briefly point out the story elements when they occur during reading or discussion of the text; display the associated Story Element Icons. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “I was really disappointed once when I got home and all of my family had gone to see a movie. I asked them why they didn’t wait for me. They said they knew I didn’t like scary movies, so they decided I would not want to go. My family took what they knew about me and about the movie and guessed I would not want to see it. We do that when we read. We use information in the book and combine it with information we know to help us decide what a <i>character</i> might do or what might happen next. Good readers do this. Today we’re going to read <u>Borreguita and the Coyote</u> again. We’ll take the information in our brains and the information in the book to help us think about and understand the story better.”</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read from the lesson text and model making inferences.</p> <p>You could say: (read to fourth page, stopping after “I shall come back.”) “Look at our two <i>characters</i> in this picture. (display character icon) Coyote looks hungry, and he is much bigger than Borreguita. Do you think Borreguita is a smart lamb? I do. Maybe she could have tried to run away, but the coyote is probably also much faster. So she had to think really quickly and tell the coyote she was too skinny to eat. I think that was a smart thing to say.</p> <p>(read next page of text and display setting icon) “Our story takes place at the farm at the foot of the mountains where Borreguita lives. Look at the pictures of the farm on the first two pages. (show first two illustrations) On this page, (fifth page, with sunset) the <i>setting</i> has changed. The sky is red, and I can see the sun is going down. I looked at the picture and thought about what I know about how the sun and sky look at different times of the day. That helps me understand that the <i>setting</i> has changed from daytime to evening.”</p> | |

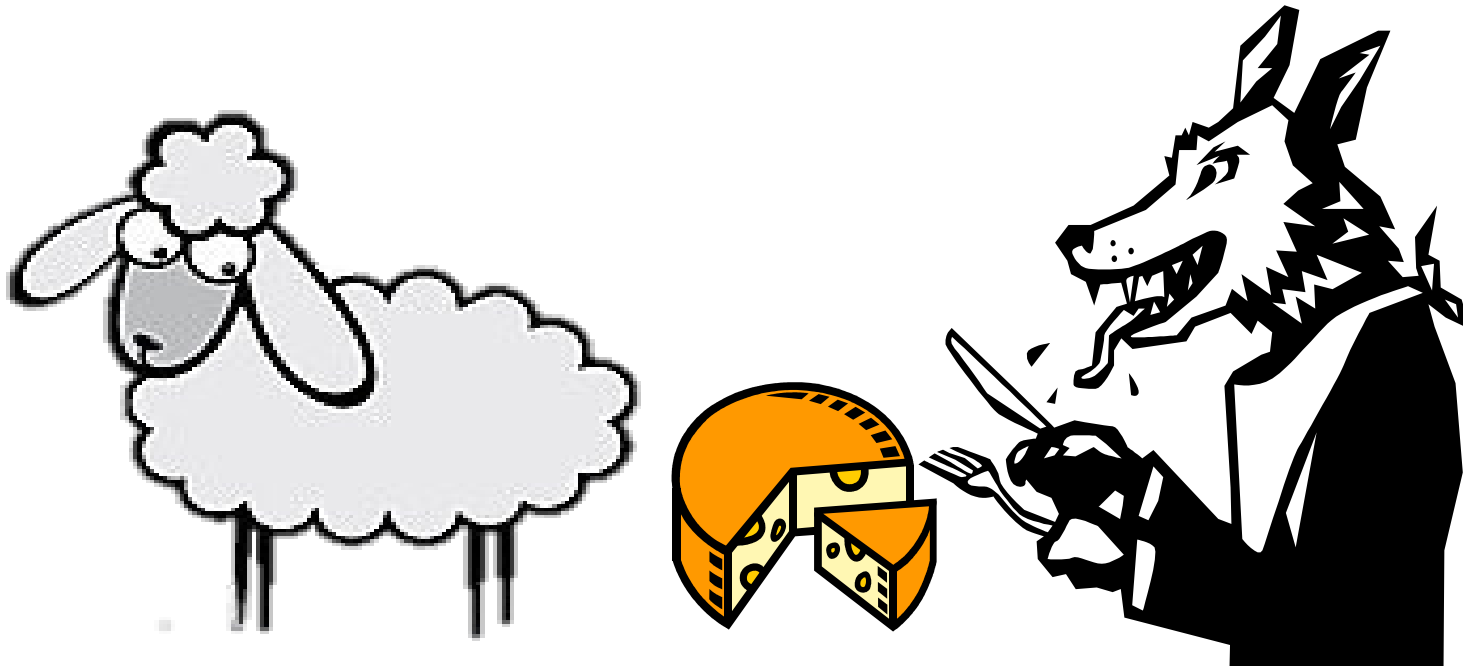
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| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading selections from the text, guiding students to make inferences about the story.</p> <p>You could say: (read through ninth page; “When he reached it ...”) “The text tells us Coyote was tricked again. Look at the picture and think about how you feel if someone tricks you and you don’t get what you want. How do you think Coyote feels here? (show character icon) Tell your partner if you think the coyote feels... 1) Sad, <i>or</i> 2) Happy. (allow brief talk time)</p> <p>(read eleventh page; “At dawn the next day...”) “Borreguita saw Coyote sniffing along the trail. (display goal icon) Tell your partner why you think Coyote was doing that. What was his <i>goal</i>? Was he trying to... 1) Find water to drink, <i>or</i> 2) Find Borreguita? (allow brief talk time)</p> <p>If you have a dog at home, have you seen him sniffing as he walks along trying to find food or another dog? What did you say was Coyote’s <i>goal</i> is in this part of the story? The book tells us that Borreguita knew the coyote would come after her, and the illustration shows him sniffing as he walks along the trail. We know animals will follow a smell to find food, so we can say that the coyote was sniffing the trail looking for Borreguita.”</p> <p>Provide further practice answering inferential questions until students are ready to move to the You Do section.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now I want you to think about what you know—the information in your brain—and what we’ve seen and heard in our book to answer these questions about the story...”</p> <p>(read thirteenth page; “When the coyote found her...”) “I wonder why the coyote didn’t eat Borreguita when he found her here. Show me one finger if you think Coyote wasn’t hungry anymore... Show me two fingers if you think Coyote thought the mountain would fall if Borreguita moved... Now tell your partner why you think Coyote thought the mountain might fall. (allow talk time; then evaluate and expand students’ responses)</p> <p>(read next page; “You are strong...”) “Look at the look on Borreguita’s face. What do you think she is thinking? Show your partner one finger if you think Borreguita is thinking, ‘I tricked Coyote again...’ Show your partner two fingers if Borreguita is thinking, ‘I would like some ice cream...’ Now show me a thumbs-up if you think Borreguita is a smart lamb. Tell your partner why you think Borreguita is smart. (allow talk time; then evaluate and expand students’ responses)</p> <p>(display goal icon) “Do you remember Borreguita’s <i>goal</i>? Was Borreguita’s <i>goal</i>... 1) Not to be eaten by Coyote, <i>or</i> 2) To play in the pond? (pause for response)</p> <p>(read next page; “Coyote held up that rock...”) “Look at Coyote’s face in this picture. The book tells us he howled—that is like yelling for a coyote. What do you think will happen the next time Coyote sees Borreguita? (pause for response) Why do you think that? (prompt students to elaborate and discuss their inferences)</p> |

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| | <p>(read selections from the last three pages) “Now let’s think of a different ending to the story. (show <i>outcome</i> icon; display teacher journal)</p> <ul style="list-style-type: none"> • Do you think Borreguita could have told Coyote to go away and leave her alone? • Do you think Coyote might have finally eaten Borreguita? • What do you think might have happened if Borreguita didn’t run into Coyote’s mouth and hurt him? <p>Tell your partner another ending to the story.”</p> <p>Allow time for students to talk; they may use the pictures from the teacher journal to prompt their thinking.</p> <p>Discuss students’ alternate <i>outcomes</i> as a class.</p> |
| CLOSE | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You just did some important things that good readers do! You used the information in your brain and the words and pictures in the book to think about and answer questions in our story. When you think about why things happen in a story as you’re reading, it helps you understand the story. When you read or listen to a story with someone at home or at school, you can think about why things are happening in the story and maybe you can ask the reader some questions.”</p> |

#1



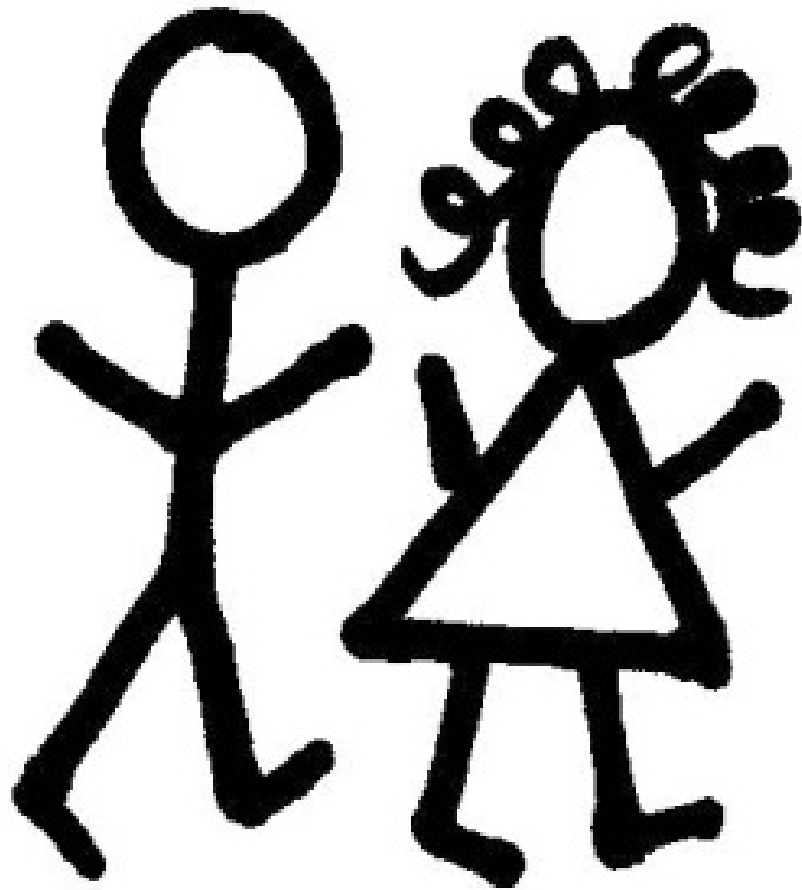
#2



#3













¡VAMOS A APRENDER!

Fortalecer el Lenguaje para Mejorar la Comprensión

WEEKLY LESSON PLANNER

CUENTOS POPULARES

| Week 3 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
|---------------------|---|--|--|---|
| Lesson Type | Words to Know | Words to Know | Text Mapping | Integration |
| Objectives | <ul style="list-style-type: none"> Definir el vocabulario que se están enseñando. Usar el vocabulario que se están enseñando de manera correcta en oraciones habladas o dictadas. | <ul style="list-style-type: none"> Sort target vocabulary words into semantic categories and tell why the words go together. | <ul style="list-style-type: none"> Tomar información de un tipo de texto y pasarla a un nuevo tipo de texto. | <ul style="list-style-type: none"> Retell a narrative including story elements. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Borreguita y el coyote</u> por Verna Aardema <u>La Gallinita Roja</u> por Carol Ottolenghi | <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi | <ul style="list-style-type: none"> <u>Borreguita y el coyote</u> por Verna Aardema <u>La Gallinita Roja</u> por Carol Ottolenghi | <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema |

Materials

| | | | | |
|-------------------------------------|--|---|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Notas adhesivas Tijeras y pegamento | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard String or yarn Glue Sticky notes | <ul style="list-style-type: none"> Pliego de papel, proyector de documentos o tablero interactivo Tijeras Pegante | <ul style="list-style-type: none"> Document camera or interactive whiteboard |
| Unit Materials Provided | <ul style="list-style-type: none"> Tarjetas de vocabulario: curioso, sospechoso, meta, intentar Diario del Estudiante #9 | <ul style="list-style-type: none"> Vocabulary Picture Cards: curious, suspicious, goal, attempt (optional) Teacher Journal Lesson #10 (digital or print) Student Journal Lesson #10 | <ul style="list-style-type: none"> Tarjetas WRAP #3 Diario del Maestro #11 Diario del Estudiante #11 Oraciones de causa y efecto para la lección #11 | <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: curious, suspicious, goal, attempt Story Element Icons Student Journal Lesson #12 Coyote and lamb cut-outs from Lesson #7 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| ¡VAMOS A APRENDER! PREK | CUENTOS POPULARES CAUSA Y EFECTO | PALABRAS PARA APRENDER LECCIÓN 9 |
|---|--|-------------------------------------|
| ¡MUÉSTRENME LO QUE SABEN! ¡Vamos a representar causa y efecto en obras de teatro cortas! | | |
| OBJETIVOS DE ENSEÑANZA: <ul style="list-style-type: none"> Definir el vocabulario que se están enseñando. Usar el vocabulario que se están enseñando de manera correcta en oraciones habladas o dictadas. | | |
| TÉCNICA DE ENSEÑANZA: <ul style="list-style-type: none"> Instrucción rica en lenguaje (Rich Instruction) TEXTO DE LA LECCIÓN: <ul style="list-style-type: none"> <u>Borreguita y el coyote</u> por Verna Aardema <u>La Gallinita Roja</u> por Carol Ottolenghi TIPO DE INTERACCIÓN PARA HACEMOS/HACEN: <ul style="list-style-type: none"> Plática entre parejas (Think-Pair-Share) | MATERIALES DE LA LECCIÓN QUE USTED SUMINISTRA: <ul style="list-style-type: none"> Notas adhesivas Tijeras y pegamento MATERIALES DE LA UNIDAD QUE SE SUMINISTRAN: <ul style="list-style-type: none"> Tarjetas de vocabulario: curioso, sospechoso, meta, intentar Diario del Estudiante #9 | |
| <p style="text-align: center;">INSTRUCCIONES ESPECÍFICAS PARA ESTA LECCIÓN:</p> <ul style="list-style-type: none"> Antes de la lección... <ul style="list-style-type: none"> Quizá quiera marcar las páginas que leerá en las diferentes sesiones con notas adhesivas para identificarlas fácilmente. El diario del estudiante requiere que los estudiantes corten y peguen algunos dibujos. Si lo prefiere, para ahorrar tiempo, puede cortar los dibujos antes de la lección. Las secciones HAGO y HACEMOS se combinan para reducir el tiempo de la lección y facilitar la enseñanza de una palabra a la vez. Las páginas de los libros de la lección tienen ejemplos de las palabras en diferentes contextos de uso. Puede usar estos ejemplos u otros contextos para enseñar las palabras. PALABRAS PARA APRENDER <ul style="list-style-type: none"> curioso: Que tiene ganas de saber algo sospechoso: Algo que parece estar mal y da motivo para dudar meta: Objetivo que se quiere lograr intentar: Tratar de hacer algo | | |
| RUTINA DE LA LECCIÓN | | |
| INICIO | <p>Capture el interés de los estudiantes. Por medio de un ejemplo active el conocimiento previo que los estudiantes tienen sobre el concepto o la habilidad que usted va a enseñar. Diga el propósito de la lección y por qué éste es importante para comprender lo que escuchamos o leemos.</p> <p>Usted puede decir: “La unidad que estamos estudiando se llama (espere las respuestas)... sí, se llama Cuentos Populares. Un cuento popular es una historia que se ha contado de una generación a otra. Una historia es una narración o cuento. Una historia es más emocionante si la contamos usando palabras diferentes e interesantes. Los buenos lectores, como ustedes, estudian lo que significan las palabras en español y en inglés para entender mejor lo que leen. Hoy vamos a aprender las definiciones de otras cuatro palabras en español: curioso, sospechoso, meta, e intentar. Vamos a practicar nuestras palabras para poder contar y representar los cuentos en nuestra obra de teatro sobre <i>causa y efecto</i>”.</p> | |
| HAGO/ HACEMOS | <p>Enseñe el concepto o habilidad principal usando explicaciones, instrucciones y/o pasos claros. Muestre dos ejemplos de la habilidad o el concepto que los estudiantes van a practicar en la sección HACEN. Si es apropiado muestre un ejemplo completo.</p> <p>Use los libros de la lección para enseñar las palabras y mostrar algunos contextos en los que se usan. También puede usar las tarjetas de vocabulario u otros ejemplos para mostrar otros contextos.</p> | |

Para curioso usted puede decir:

(lea de la pág. once a la trece de Borreguita y el Coyote) “En esta **historia** el coyote es alguien muy **curioso** tiene ganas de saber qué es queso; él es **curioso**. **Curioso** significa tener ganas de saber algo. El coyote era tan **curioso** que no se aguantó las ganas de saber a qué sabía el queso así que brincó al agua. Yo también soy muy **curiosa** y cuando veo una caja de regalo no me puedo aguantar las ganas de saber qué hay adentro. ¿Ustedes también son **curiosos**? Les ha pasado que alguien en su casa compra algo en la tienda y cuando llega a casa con las bolsas ustedes quieren saber que trajo. Eso es porque ustedes son **curiosos** y quieren saber que hay en las bolsas. Vamos todos a decir **curioso**...

“Voy a hablar del coyote usando la palabra **curioso**: ‘El coyote es **curioso** quería saber qué es queso, así que brincó en el agua cuando vio la luna’”.

Para sospechoso usted puede decir:

(lea pág. dieciocho de Borreguita y el Coyote que empieza con “Cuando el coyote la encontró...”) “¡Miren! Miren el dibujo del coyote. ¿Qué estará pensando? Él mira a la Borreguita y piensa que hay algo **sospechoso**. Cuando el coyote ve a la Borreguita piensa ‘¡Hmm! aquí hay algo **sospechoso**’. **Sospechoso** es algo que parece estar mal y da motivo para dudar. El **sospecha** de la Borreguita. Él sabe que no puede confiar en la Borreguita porque ella lo engañó. Cuando yo entro al cuarto de mis hijos y ellos esconden lo que estaban mirando yo pienso que hay algo **sospechoso**. Vamos todos a decir **sospechoso**...

“Voy a hablar del coyote usando la palabra **sospechoso**: ‘El coyote **sospechó** que algo andaba mal cuando la Borreguita le pidió sostener la montaña’”.

Para meta usted puede decir:

(muestre La Gallinita Roja y Borreguita y el Coyote) “En nuestro libro, La Gallinita Roja, ella quiso sembrar los **granos** de trigo para luego hacer pan. Su **meta** era hacer pan. Una **meta** es el objetivo que se quiere lograr. Un objetivo o algo que se quiere lograr ¿Cuál creen que es la **meta** de Borreguita? **(espere las respuestas)** Yo creo que su **meta** era engañar al coyote para que no se la comiera. Eso es lo que ella quiso lograr. Díganle a su compañero qué quiso el coyote. ¿Cuál era la **meta** del coyote? La **meta** del coyote era comerse a la Borreguita. Nuestra **meta** de la lección de hoy es aprender cuatro palabras nuevas. Vamos todos a decir **meta**...

“Ahora ustedes me van a ayudar a decir cuál fue la **meta** del coyote. La **meta** del coyote fue... **(espere las respuestas)** ¡Muy bien! Comerse a la Borreguita; así que la Borreguita lo engañó”.

Para intentar usted puede decir:

(lea pág. seis de Borreguita y el Coyote que empieza con “El coyote volvió...”) “El coyote volvió después de darle tiempo a la Borreguita de engorar e **intentó** comérsela otra vez. **Intentar** significa tratar de hacer algo. Por ejemplo, mis hijos no saben cómo montar en bicicleta. Cuando vamos al parque les digo que lo deben **intentar** varias veces hasta lograrlo. Ellos tratan muchas veces; **intentan** montar la bicicleta una y otra vez hasta lograrlo. **Intentar** es lo mismo que yo hago cuando no puedo hacer algo. **Intento** patinar varias veces hasta lograrlo. Vamos todos a decir **intentar**...

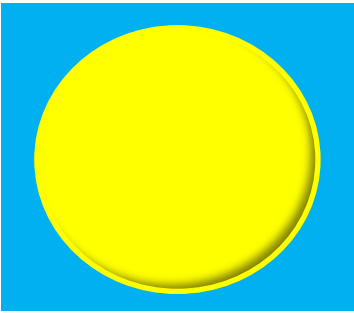
“Ahora díganle a su compañero lo que la borreguita **intentó** hacer para que el coyote no se la comiera”. **(espere las respuestas; puede mostrar dibujos del libro para ayudar a los estudiantes)**

**USTEDES
HACEN**

Dé a los estudiantes al menos dos oportunidades de practicar de manera independiente el concepto o la habilidad que se está enseñando. Dé retroalimentación individual a los estudiantes. Al final de la sección HACEN reúna de nuevo a los estudiantes y pida su atención antes de empezar con el CIERRE.

Reparta el diario del estudiante haga que los niños corten y peguen las imágenes.

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| | <p>Usted puede decir: “Vamos a practicar y a usar las cuatro palabras nuevas para decir lo que pasó en nuestros cuentos. En nuestra primera página vamos a pegar un dibujo de la luna arriba del agua. Luego voy a pasar por sus lugares para que ustedes me digan que hizo el coyote por curioso”.</p> <p>Pase por los puestos para ayudar a los niños y darles retroalimentación. Ayude a los estudiantes a decir oraciones basadas en las imágenes del diario y usando las palabras sospechoso (pág. 2), meta (págs. 3–4), e intentar (pág. 5).</p> |
| <p>CIERRE</p> | <p>Ayude a los estudiantes a revisar brevemente la habilidad o concepto clave que aprendieron, indíqueles como pueden aplicar dicho concepto en otras actividades o contextos y cierre la lección de manera ordenada.</p> <p>Usted puede decir: “Es importante entender las palabras y sus significados para poder entenderlas cuando las escuchamos y usarlas contamos cuentos. Los buenos lectores estudian palabras para ayudarles a entender lo que leen y escuchan. Voy a decir una definición que aprendimos hoy y ustedes digan la palabra que va con la definición:</p> <ul style="list-style-type: none"> • Objetivo que se quiere lograr (meta) • Que tiene ganas de saber algo (curioso) • Algo que parece estar mal y da motivo para dudar (sospechoso) • Tratar de hacer algo (intentar) <p>Cuando hablemos de las historias y cuando les cuenten historias a sus amigos, voy a estar escuchando para oír si ustedes usan las palabras que aprendimos. Podemos ser buenos para contar historias cuando usamos palabras interesantes”.</p> |



Diario del Estudiante

Cuentos Populares – Lección 9











SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!

TEACHING OBJECTIVE:

- Sort target vocabulary words into semantic categories and tell why the words go together.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- Borreguita and the Coyote by Verna Aardema
- The Little Red Hen by Carol Ottolenghi

TALK STRUCTURE FOR We Do/You Do:

- Think-Pair-Share
- Small Groups

LESSON MATERIALS YOU PROVIDE:

- Chart paper, document camera, or interactive whiteboard
- String or yarn
- Glue
- Sticky notes

UNIT MATERIALS PROVIDED:

- Vocabulary Picture Cards: **curious, suspicious, goal, attempt** (optional)
- Teacher Journal Lesson #10 (print or digital)
- Student Journal Lesson #10

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...**
 - The book pages listed in the lesson routines provide context for the Words to Know; use sticky notes to mark these pages for easy reference. You can also use other contexts to review the words.
 - If using the print version of the teacher journal, you may want to cut out the images for your webs. You will need four copies of the blank word web.
- Word webs can be filled by generating words or ideas that are associated with a given word or examples that illustrate a given word. You can create your own word webs or use the examples on the teacher journal.
- During the You Do section, students will work in small groups to complete the student journal and discuss why words are related. Provide string or yarn and glue; one each page, students will glue a string from the Word to Know to the related word. Although this lesson is in English, acknowledge children’s examples of associated words in Spanish.
- Because students have had much exposure to related words in earlier units, encourage them to think of related words and discuss why they are related. If students still cannot name related words independently, suggest related words and discuss why they are associated to model the process.
- **WORDS TO KNOW**
 - **curious:** Really want to find out
 - **suspicious:** To not trust something because something is not right about it
 - **goal:** Something that you want to do or finish
 - **attempt:** To try to do something
- **SUGGESTED RELATED WORDS**
 - **curious:** (synonyms) *nosy, interested, searching, questioning*; (opposite) *uninterested*
 - **suspicious:** (synonyms) *doubtful, suspecting, think something’s wrong*; (shades of meaning) *careful, unbelieving, watchful*; (opposites) *trustworthy*
 - **goal:** (synonyms) *mission, target, plan*; (other meaning) *score*; (associated ideas) *finish, accomplish*
 - **attempt:** (synonyms) *try, make an effort, aim, go*; (opposites) *don’t try, give up*

LESSON ROUTINE

SET

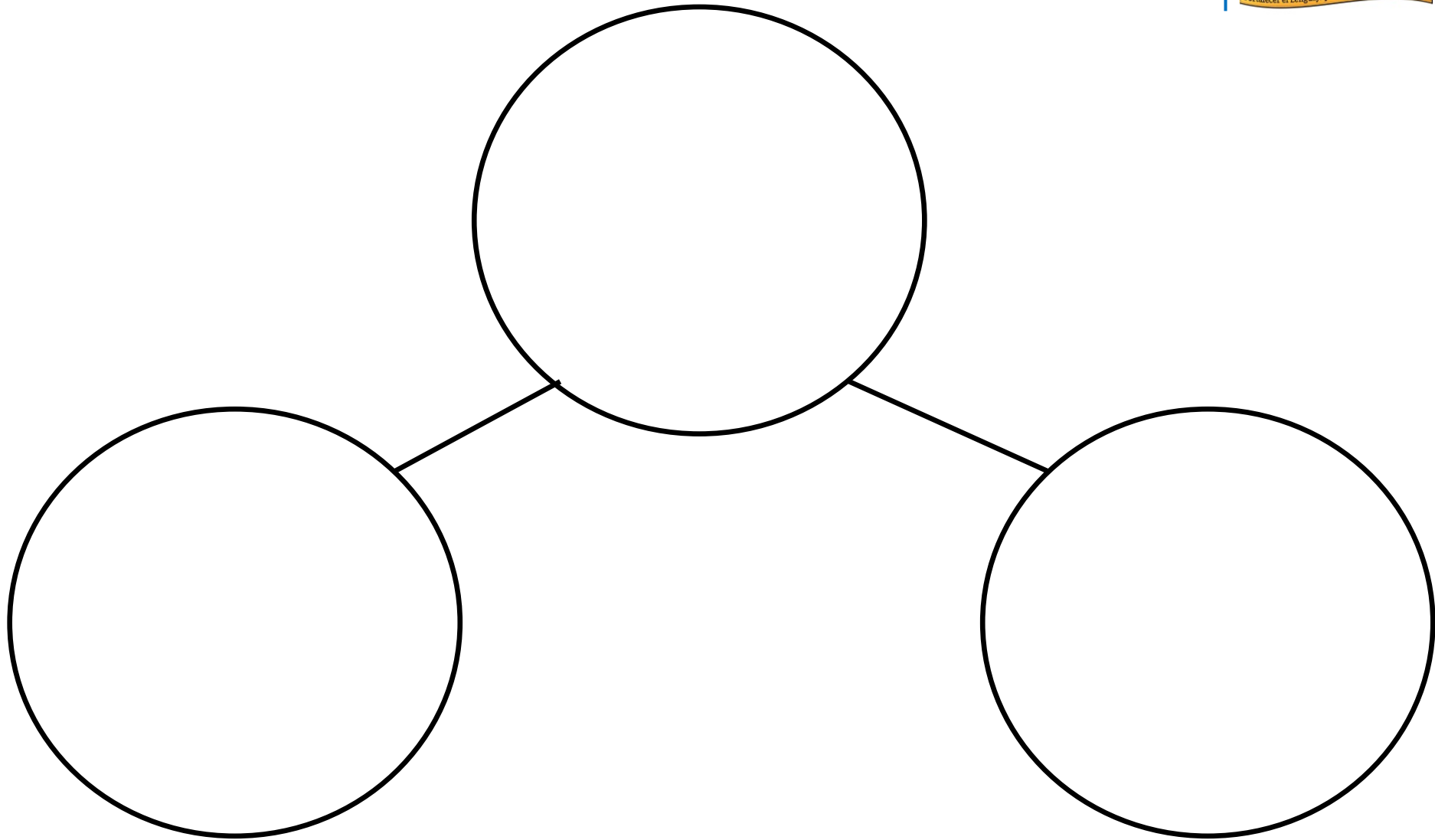
Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.

You could say:

“I can think of at least three ways to tell a student I want to *talk* with them. I can say we need to have a *chat*, a *talk*, or a *discussion*. Those three words (*chat*, *talk*, and *discussion*) mean almost the same thing, but they refer to different types of talking. A *chat* is a friendly talk. A *talk* can be friendly or more serious, and *discussion* usually means a serious talk.

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| | <p>“We can think about how word meanings are alike when we talk about how words are related. Today we’re going to talk about how other words are related to our new Words to Know—curious, suspicious, goal, and attempt. The more we know about English and Spanish words, the better we understand them when we read, talk, and listen.”</p> |
| <p>I Do</p> | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</p> <p>Think aloud to share your thinking about why words are related as you model filling in word webs. Use the digital teacher journal and discuss the related words presented, add words from the print teacher journal to blank word webs, or generate your own webs on chart paper.</p> <p>For curious, you could say: (read twenty-third page of <u>The Little Red Hen</u>; “When she got back...”) “The Little Red Hen wanted the animals to help her bake the bread but they were lazy and none of them were curious about how to bake the bread. Curious means ‘really want to find out.’ Let’s say curious together: curious.”</p> <p>“Here is a word web for the word curious. (display web) Curious goes in the middle of the web because it is the Word to Know. Now I’m going to think of other words I know that go with the word curious. I’m going to write the word <i>nosy</i>. (add to web or point out on journal) <i>Nosy</i> is like being curious; you really want to find something out.”</p> <p>If creating a web, you can add other related words or pictures and think aloud about why they are related. If using the digital teacher journal, explore the remaining related words.</p> <p>For suspicious, you could say: (read nineteenth page of <u>Borreguita and the Coyote</u>; “Early the next morning...”) “The coyote told Borreguita right away that he was going to eat her. He was suspicious that she would try another trick. If you are suspicious, you don’t trust something because something isn’t right about it. The coyote didn’t trust Borreguita because something was not right about how many tricks she had played on him. Let’s say suspicious together: suspicious.”</p> <p>“Here is our next web for the word suspicious. (display web) Suspicious goes in the middle of the web. Now I want to think of some other words that go with or are related to suspicious. Hmm... <i>Questioning</i> is related to being suspicious. (add to web or point out on journal) You may question something because you are suspicious.”</p> <p>Think aloud as you add other related words to your web or explore the remaining related words on the teacher journal.</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>For goal, you could say: (read thirteenth page of <u>The Little Red Hen</u>; “She cut the wheat...”) “The Little Red Hen had many different goals in the steps to turn her grain into bread. Her goal here was to cut and thresh the wheat, but no one would help her. (display vocabulary card) A goal is something that you want to do or finish. Let’s say goal together: goal.”</p> <p>“Here is our web for the word goal. (display web) Goal goes in the middle of the web. Now I’m going to add a related word to our web. Which word do you think is related to goal—<i>target</i> or elephant? Tell your neighbor which word is related to the word goal. (allow talk time) Which word did you choose?” (pause for response; think aloud to explain why <i>target</i> is related to goal)</p> <p>You could ask students to generate more related words. Discuss their ideas, guiding them to explain how words are related.</p> |

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| | <p>For attempt, you could say: (read fourth page of <u>Borreguita and the Coyote</u>; “The coyote growled...”) “When Coyote told Borreguita he was going to eat her, she attempted to stop him by telling him she wasn’t fat enough to eat. (display vocabulary card) Attempt means ‘to try to do something.’ Borreguita attempted lots of tricks to keep Coyote from eating her. Let’s say attempt: attempt.</p> <p>“Here is the web for the word attempt. (display web) Our word attempt goes in the middle of the web. Now I’m going to add related words. Which words do you think are related to attempt—red crayon or <i>don’t try</i>? Tell your neighbor which one is related to attempt. (allow talk time) Now who can tell me which one goes on the web?” (pause for response; think aloud to explain why the opposite <i>don’t try</i> is related to attempt)</p> <p>You could ask students to generate more related words. Discuss their ideas, guiding them to explain how words are related.</p> |
| YOU DO | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into small groups. Pass out yarn, glue, and a student journal to each group. It is suggested that you use groups of four so each student can complete two journal pages before sharing with the group.</p> <p>You could say: “Now it’s your turn to make your own word webs. Each page of the student journal has a picture of a Word to Know at the top and two other pictures. You choose the picture that shows a related word and glue a string to connect that bubble to the Word to Know. Then tell the other people in your group why you think those words are related.”</p> <p>Circulate the room to support students in selecting the related words; scaffold them as they explain to you and their group members how the words are related.</p> |
| CLOSE | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “With our word webs, we learned more about our Words to Know and words that go with them. Can you name a word that is related to... (you could show the word webs for support)</p> <ul style="list-style-type: none"> • curious • goal • attempt • suspicious <p>The more we learn about words and related words, the more we understand them when we hear them or read them. If you think of a word that is related to one of our Words to Know, please come and get me. I will help you add it to our word webs of related words.”</p> |

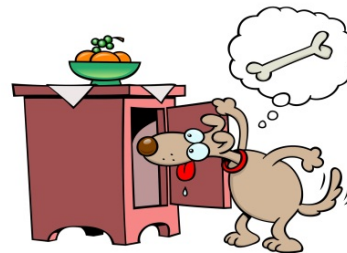




curious



interested



nosy



attempt



suspicious



watchful



questioning



try



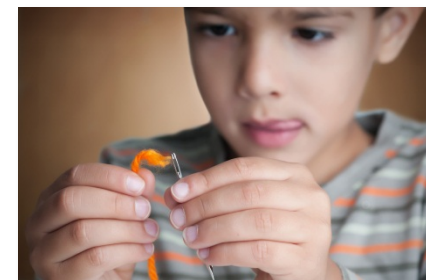
goal



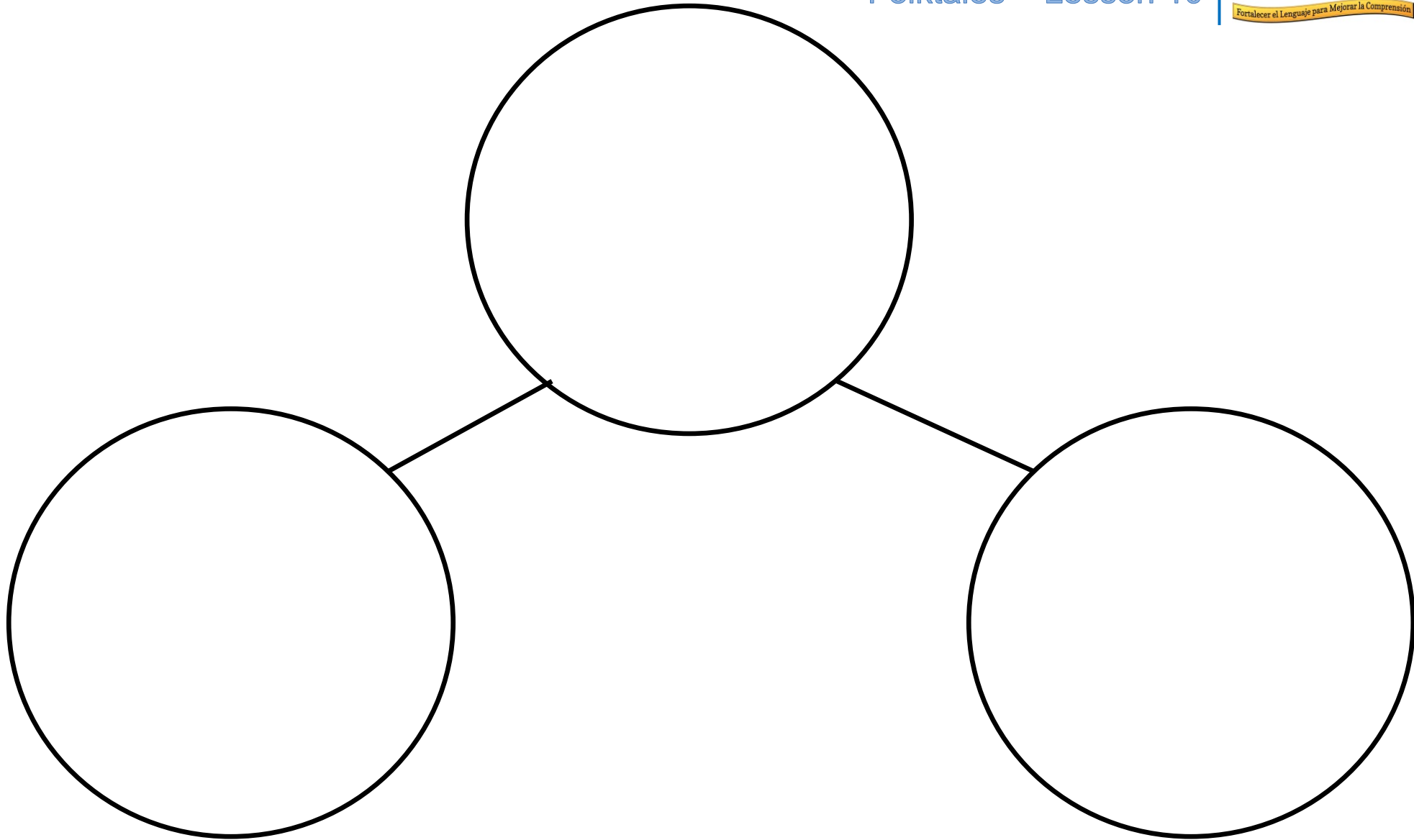
mission



target



make an effort

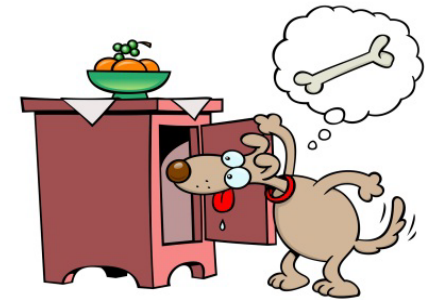




curious



interested



nosy



suspicious



watchful



questioning



goal



mission



target



attempt



try



**make an
effort**



curious



interested



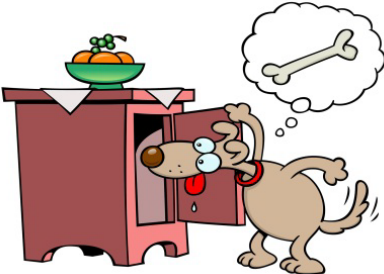
barn



curious



mission



nosy







goal



mission



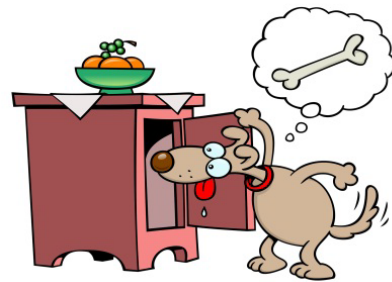
interested



goal



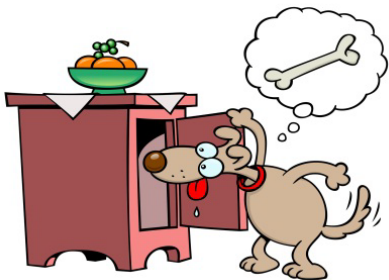
target



nosy



attempt



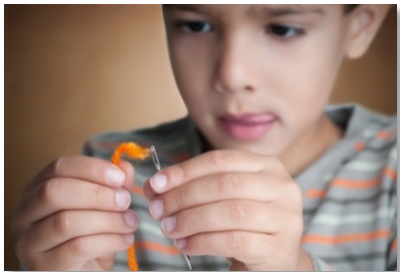
nosy



try



attempt



make an
effort



watchful

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| ¡VAMOS A APRENDER! PREK | CUENTOS POPULARES CAUSA Y EFECTO | ENTENDIENDO LA ESTRUCTURA TEXTUAL LECCIÓN 11 |
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¡MUÉSTRENME LO QUE SABEN! ¡Vamos a representar causa y efecto en obras de teatro cortas!

OBJETIVO DE ENSEÑANZA:

- Tomar información de un tipo de texto y pasarla a un nuevo tipo de texto.

TÉCNICA DE ENSEÑANZA:

- La seleccionada por la maestra

TEXTO DE LA LECCIÓN:

- Borreguita y el coyote por Verna Aardema
- La Gallinita Roja por Carol Ottolenghi

TIPO DE INTERACCIÓN PARA HACEMOS/HACEN:

- Plática entre parejas (Think-Pair-Share)

MATERIALES DE LA LECCIÓN QUE USTED SUMINISTRA:

- Pliego de papel, proyector de documentos o tablero interactivo
- Tijeras
- Pegante

MATERIALES DE LA UNIDAD QUE SE SUMINISTRAN:

- Tarjetas WRAP #3
- Diario del Maestro #11
- Diario del Estudiante #11
- Oraciones de causa y efecto para la lección #11

INSTRUCCIONES ESPECÍFICAS PARA ESTA LECCIÓN:

- **Antes de la lección...** Durante la sección USTEDES HACEN, los estudiantes usarán las imágenes de las páginas 1 y 2 del diario del estudiante para completar las tablas de las páginas 3 y 4 del diario. Para ahorrar tiempo, puede cortar las imágenes con las cuales los estudiantes van a completar las tablas.
- Hoy, usted creará una tabla que mostrará el efecto y la causa de varios eventos en los libros Borreguita y el coyote y La Gallinita Roja. Ayude a los estudiantes a entender las relaciones de causa-efecto en los eventos de los cuentos para prepararse para la lección de CIERRE de la unidad.
- El diario del maestro tiene un ejemplo de cómo se verá la tabla una vez terminada (pág. 1) y un ejemplo de tabla para completar (pág. 2). Usted puede explicar la que ya está terminada o completar la que está en blanco para terminar. También, si lo prefiere, puede hacer su propia tabla en un pliego de papel o en el tablero. Se recomienda que use dibujos para ayudar a los estudiantes a entender la relación causa-efecto.

RUTINA DE LA LECCIÓN

INICIO

EMPEZAR LA LECCIÓN CON WRAP SET #3: CURIOSO, SOSPECHOSO, META, INTENTAR

Capture el interés de los estudiantes. Por medio de un ejemplo active el conocimiento previo que los estudiantes tienen sobre el concepto o la habilidad que usted va a enseñar. Diga el propósito de la lección y por qué éste es importante para comprender lo que escuchamos o leemos.

Usted puede decir:

“Esta mañana, llegué tarde a la escuela *porque* mi alarma no sonó. El *efecto* fue que llegué tarde a la escuela, la *causa* fue que mi alarma no sonó. Una *causa* es algo que hace que otra cosa pase. Hoy vamos a hacer una tabla con los *efectos* y las *causas* de los libros, La Gallinita Roja y Borreguita y el Coyote. Podemos usar una tabla para entender el *efecto* y la *causa* de los eventos de los libros. La tabla nos ayuda a recordar la información que necesitamos para hacer nuestra obra de teatro sobre *causa y efecto* al final de la unidad. Cuando entendemos las *causas* y los *efectos* de lo que pasa en las **historias** o cuentos podemos entender mejor lo que leemos en español y en inglés”.

HAGO

Enseñe el concepto o habilidad principal usando explicaciones, instrucciones y/o pasos claros. Muestre dos ejemplos de la habilidad o el concepto que los estudiantes van a practicar en la sección HACEN. Si es apropiado muestre un ejemplo completo.

Muestre el Diario del Maestro #11 o cree una tabla de efectos y causas en un pliego de papel. Ya sea que use el diario o decida hacer su propia tabla se recomienda usar dibujos para ayudar a los niños a entender las oraciones de causa-efecto.

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| | <p>Usted puede decir: (lea las dos primeras págs. de <u>Borreguita y el Coyote</u>) “Ahora quiero entender el <i>efecto</i> y la <i>causa</i> de estas páginas. El <i>efecto</i> fue que esta vez el coyote no se comió a la Borreguita... (agregue el efecto en la tabla o señale el diario) <i>porque</i> la borreguita lo engañó, le dijo que ‘ella estaba muy flaca’. Esa fue la <i>causa</i>. Voy a escribir la <i>causa</i> en nuestra tabla. (agregue la causa en la tabla o señale el diario del maestro pág. 1; señale las columnas mientras lee la oración) El coyote no se comió a la Borreguita <i>porque</i> la borreguita lo engañó, le dijo que estaba muy flaca.</p> <p>(lea la pág. once que empieza con “El coyote volvió después de muchos días”) “Ahora vamos a poner más <i>efectos</i> y <i>causas</i> en nuestra tabla. En esta página, el coyote no se comió la Borreguita <i>porque</i> ella le dijo que el queso sabía mejor que ella y entonces el coyote mejor se fue a buscar el queso. ¡Ay, coyote! El <i>efecto</i> fue que el coyote no se comió la borreguita (agregue el efecto en la tabla o señale el diario) <i>porque</i> (señale las palabras en la tabla) la borreguita le dijo que el queso sabía mejor. Esa fue la <i>causa</i> Voy a escribir la <i>causa</i> en nuestra tabla”. (agregue la causa en la tabla o señale el diario)</p> |
| <p>HACEMOS</p> | <p>Ayude, retroalimente y facilite que los estudiantes practiquen el concepto o la habilidad que se enseña. Asegúrese que todos los estudiantes participen activamente. Antes de pasar a la sección HACEN, verifique que los estudiantes estén entendiendo y asegúrese de que están listos para practicar el concepto o la habilidad que se está enseñando.</p> <p>Junto con los estudiantes agregue más causas y efectos a la tabla del diario del maestro. El diario tiene páginas adicionales que usted puede usar.</p> <p>Usted puede decir: (lea pág. catorce que empieza con “Cuando llego a la orilla...”) “Ahora vamos a hacerlo juntos, vamos a añadir unas oraciones de <i>causa-efecto</i> a nuestra tabla. En esta página, el coyote aulló bajo la luna que parecía queso. ¿Por qué hizo eso? Muéstrenme un dedo si el coyote aulló bajo la luna <i>porque</i> estaba feliz de haber comido... O muéstrenme dos dedos si el coyote aulló bajo la luna <i>porque</i> la Borreguita lo engañó otra vez. El coyote aulló bajo la luna <i>porque</i> la Borreguita lo engañó otra vez”. (agregue la causa y el efecto a la tabla)</p> <p>Si lo prefiere, antes de pasar al libro <u>La Gallinita Roja</u>, puede agregar una o dos oraciones de causa-efecto adicionales sobre los eventos del libro <u>Borreguita y el Coyote</u>.</p> <p>Usted puede decir: “Ahora, vamos a encontrar un <i>efecto</i> y una <i>causa</i> en nuestro libro <u>La Gallinita Roja</u>. (lea la página veintitrés que empieza con “Cuando regresó a la granja...”) Voy a añadir debajo del <i>efecto</i>: ‘La gallinita horneó el pan sola... <i>porque</i> (señale la palabra en la tabla) ¿Cuál fue la causa? ¿Qué pasó? Díganle a su compañero si la <i>causa</i> fue que...</p> <ol style="list-style-type: none"> 1) Los animales no le ayudaron, o 2) La gallinita vivía sola en la granja”. (agregue la causa y el efecto a la tabla) <p>Si es necesario, de otros ejemplos para ayudar a los estudiantes a identificar causas y efectos en el libro <u>La Gallinita Roja</u>. Por ejemplo:</p> <ul style="list-style-type: none"> • Los granos se desprendieron <i>porque</i> la gallinita sacudió el trigo. • La gallinita se cansó de cargar el trigo <i>porque</i> la carretilla pesaba mucho. • Los animales no ayudaron a la gallinita <i>porque</i> eran muy flojos. |
| <p>USTEDES HACEN</p> | <p>Dé a los estudiantes al menos dos oportunidades de practicar de manera independiente el concepto o la habilidad que se está enseñando. Dé retroalimentación individual a los estudiantes. Al final de la sección HACEN reúna de nuevo a los estudiantes y pida su atención antes de empezar con el CIERRE.</p> <p>Divida los estudiantes en parejas y entrégueles el Diario del Estudiante #11.</p> |

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| | <p>Usted puede decir: “Bien, ahora es su turno de poner unos <i>efectos</i> y unas <i>causas</i> en la tabla. Vean los dibujos junto con su compañero. Ustedes van a decir cuál es el dibujo del <i>efecto</i> y lo ponen debajo de la palabra <i>efecto</i> en la tabla. Luego ponen la palabra <i>porque</i> en el medio para conectar el <i>efecto</i> con su <i>causa</i>. Después ponen otro dibujo para mostrar la <i>causa</i>. (si es necesario muestre como hacerlo)</p> <p>“Después de terminar la tabla, pueden representar los <i>efectos</i> y las <i>causas</i> de la tabla para prepararse para la obra de teatro de nuestra última lección. Voy a pasar por sus puestos para ayudarles a decir el <i>efecto</i> y la <i>causa</i> que van a añadir a sus tablas”.</p> <p>Ayude a los estudiantes a poner los dibujos en las columnas de <i>causa</i> o <i>efecto</i> y a decir las oraciones a sus compañeros.</p> <p>El material llamado Oraciones de causa y efecto para la lección #11 tiene ejemplos de oraciones de causa-efecto relacionadas con los dibujos del diario del estudiante.</p> |
| <p>CIERRE</p> | <p>Ayude a los estudiantes a revisar brevemente la habilidad o concepto clave que aprendieron, indíqueles cómo pueden aplicar dicho concepto en otras actividades o contextos y cierre la lección de manera ordenada.</p> <p>Muestre el diario del maestro para ayudar a los estudiantes. Usted puede decir: “En los cuentos leemos <i>efectos</i> y <i>causas</i>. El <i>efecto</i> es el resultado y la <i>causa</i> es la razón o el motivo de ese resultado. Cuando lean con su familia, si escuchan un <i>e</i>_____ (espere las respuestas) y una <i>c</i>_____ (espere las respuestas), pídanle al lector que les ayude a nombrar el <i>efecto</i> y la <i>causa</i> de esa parte del cuento. Cuando identificamos <i>causas</i> y <i>efectos</i> en los cuentos, entendemos mejor lo que leemos y escuchamos”.</p> |

efecto

El coyote no se comió a la borreguita

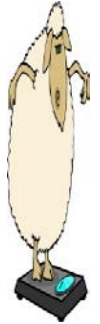


porque

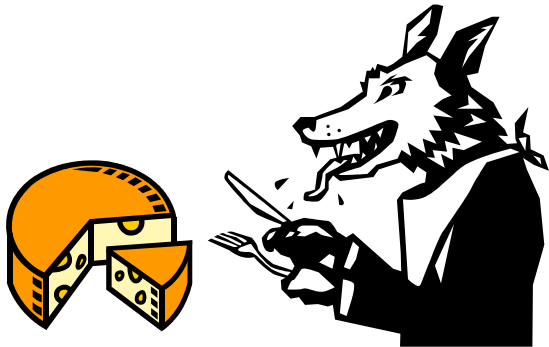
porque

causa

La borreguita lo engañó, le dijo que estaba muy flaca.



El coyote no se comió a la borreguita



porque

La borreguita le dijo que el queso sabía mejor que ella.



efecto

porque

causa

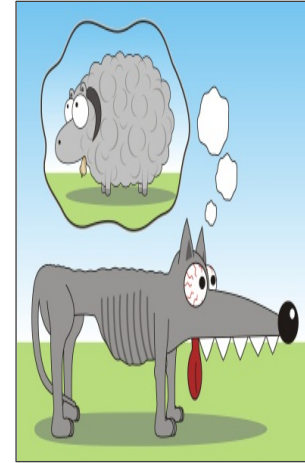
efecto

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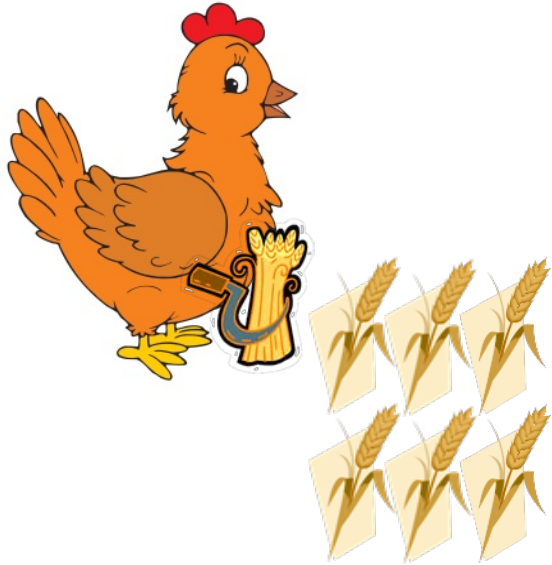


porque

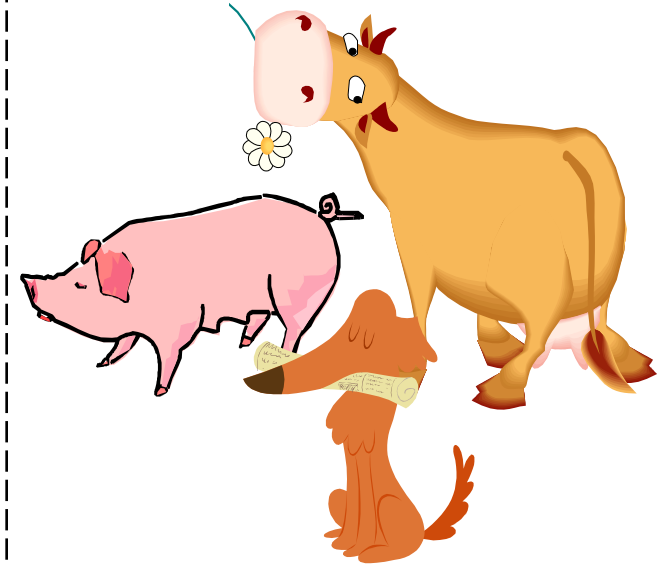


porque

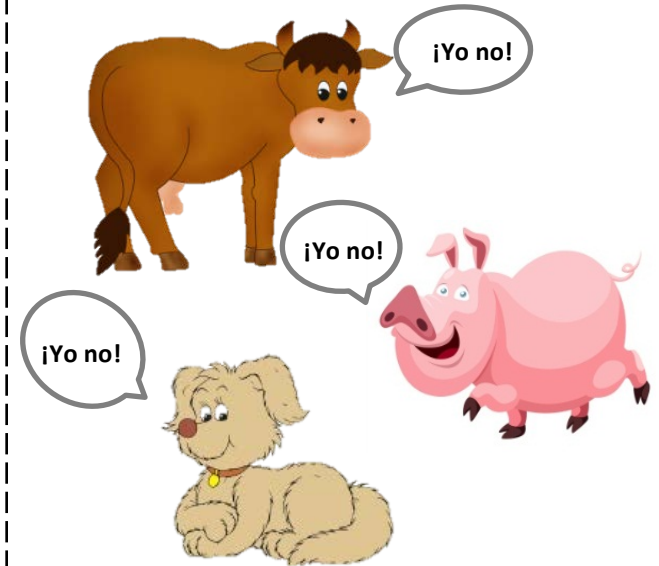




porque



porque



efecto

porque

causa

efecto

porque

causa

Oraciones de causa y efecto

Cuentos Populares – Lección 11



Usando los dibujos y las tablas del Diario del Estudiante # 11, los niños pueden hacer oraciones como las siguientes. Puede usar estas oraciones como ejemplos.

- El coyote no se comió a la borreguita *porque* ella le dijo que estaba muy flaca.
- El coyote aulló frente a la luna *porque* la borreguita lo engañó.
- La gallinita cortó sola el trigo *porque* los animales no la ayudaron.
- La gallinita hizo el pan sola *porque* los animales siempre decían que no ayudaban.

| ¡VAMOS A APRENDER! PREK | FOLKTALES CAUSE AND EFFECT | INTEGRATION LESSON 12 |
|--|---|--------------------------|
| SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect! | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative including story elements. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: curious, suspicious, goal, attempt Story Element Icons Student Journal Lesson #12 Coyote and lamb cut-outs from Lesson #7 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Prepare the coyote and lamb cut-outs from Lesson #7. You may attach them to headbands, glue them to craft sticks to make puppets, or hole-punch them and attach them to yarn so children can wear them as necklaces. Each pair of students will need one coyote and one lamb to practice retelling the story. The story elements taught in the lesson are <i>setting, character, goals, attempts</i> (to reach <i>goals</i>), and <i>outcome</i>. If you teach other story elements (problem, solution, and so on) you may want to include them; however, the story icons and story element names should be taught in the <i>Let's Know!</i> lessons since the Show Me What You Know assessment questions address story elements using this terminology. The emphasis of this lesson is the story retell. <ul style="list-style-type: none"> During the I Do routine, review the story elements and model retelling the story. During the We Do routine, display the Story Element Icons as you retell <u>Borreguita and the Coyote</u> while students act out parts of the story in pairs. During the You Do routine, students will retell the story with the coyote and lamb cut-outs, using the student journal and the story icons as a guide. <i>Save the coyote and lamb headbands/puppets/necklaces for Lesson 13.</i> | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: CURIOUS, SUSPICIOUS, GOAL, ATTEMPT </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever been listening to a really good story, and then the reader has to stop and you don't know how the story ends? You tell them, 'Wait, wait! What happened? I really want to know the ending!' The ending, or the <i>outcome</i>, is a really important part or key element of a story. When you know all of the key elements, it helps you understand what the English and Spanish stories are about and enjoy them. Today we're going to practice acting out and telling the story of <u>Borreguita and the Coyote</u>. We're going to use our story icons to help us remember important parts of the story. The story icons help us understand the key story elements."</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Use the Story Element Icons to review the key story elements.</p> | |

You could say:

“Let’s review the story icons we use to help us listen for the key elements or important parts in a story...

- **(show setting icon)** When we point to this picture of a house, we’ll be talking about the *setting*. The *setting* is where and when the story takes place.
- The next icon is for the *characters*. **(show character icon)** *Character* means a person or an animal in a story. When we point to this picture of two people, we’ll be talking about the *characters*—the people or animals in the story.
- **(show goal icon)** The third icon is for the *goal*; what the *characters* in the story want. The picture of the trophy reminds us we’re talking about the *characters’ goals*.
- **(display attempts icon)** The picture of the hand helps us remember what the *character* in the story does, her actions, or *attempts*, to reach her *goal*.
- The last picture is for *outcome*. **(display outcome icon)** When we point to this picture of a person crossing a finish line, we’ll be talking about the *outcome*, or how the story ended.”

Once you have reviewed all of the icons, model retelling Borreguita and the Coyote. Display each relevant Story Element Icon as you progress through the story retell; point out all of the key story elements and explain to children why you are showing each icon.

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Divide students into pairs and pass out the coyote and lamb cut-outs; one student in a pair will be Borreguita and the other will be Coyote. Prompt students to act out or say the dialogue of their *characters* as you retell the story with them, providing time for each dramatic activity before moving on.

You could say:

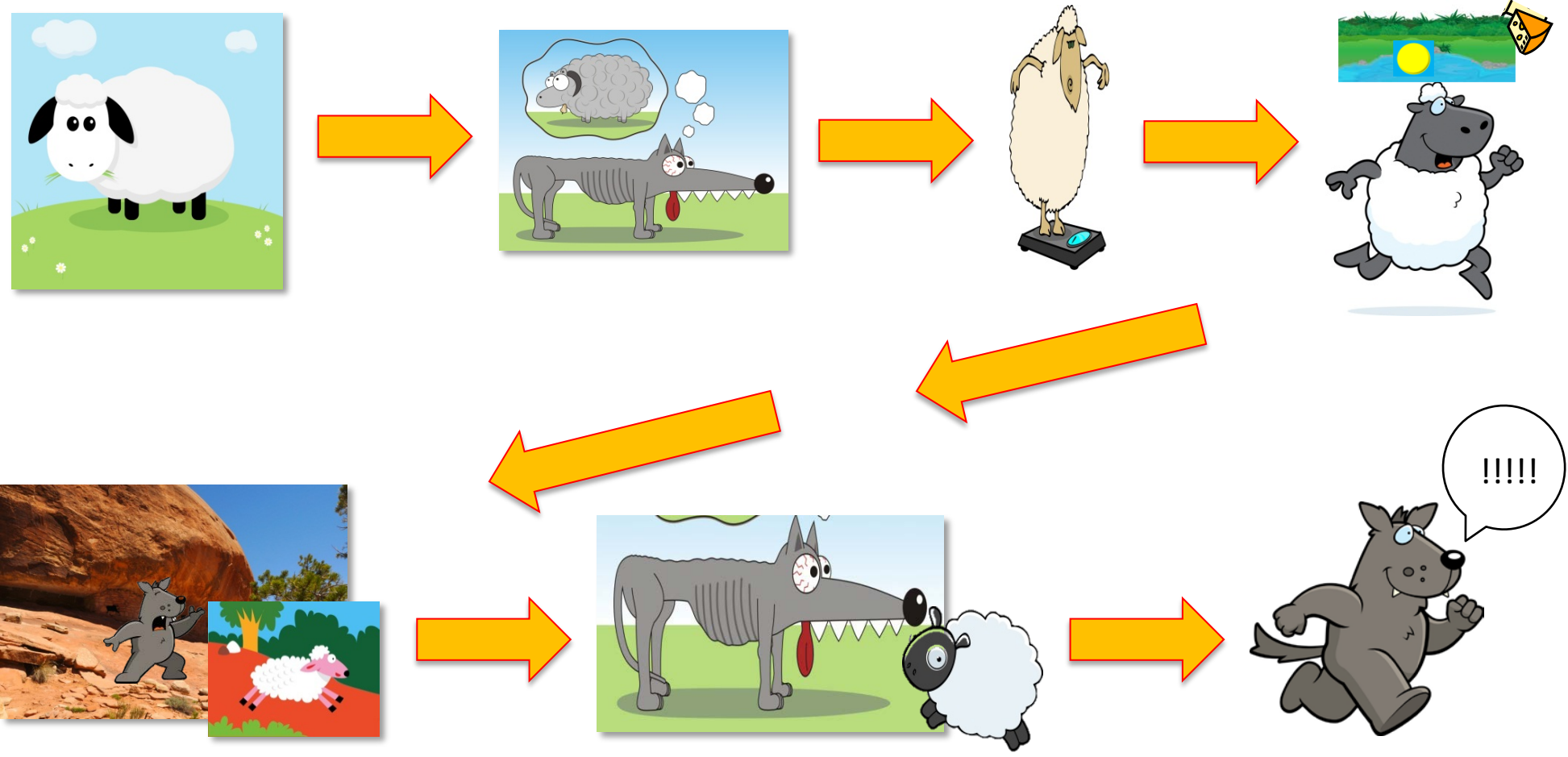
“Now we’re going to work together to retell the story of Borreguita and the Coyote. We need to make sure we include all of the story elements when we tell the story...

- **(display character & setting icons)** ‘On a little farm at the foot of a mountain, lived a lamb named Borreguita. One day she was tied up in the field eating grass...’
 - If you’re a lamb, pretend you are eating grass.
- **(display goal icon)** ‘... Then Coyote came and told Borreguita, “Grrr! I’m going to eat you...”’
 - Now, coyotes go up to your partners and pretend you are going to eat them.
 - Lambs, tell Coyote to come back when you are fatter.
- **(display attempt icon)** ‘... Borreguita tricked Coyote again when he said he was going to eat her...’ Tell your partner if Borreguita told Coyote to
 - 1) Eat cheese, *or*
 - 2) Hide in a barn.**(have coyotes act out eating cheese and diving into the water after the moon)**
- **(display attempt icon)** ‘... Next Borreguita went to the mountain and saw that Coyote followed her. Coyote told Borreguita, “Grrr! I’m going to eat you...”’
 - Coyotes, tell the lambs you are going to eat them.
 - Lambs, tell Coyote why he can’t eat you. **(remind students that Borreguita said she had to hold up the mountain)** Now pretend you are holding up the mountain.
 - Lambs, ask Coyote to hold up the mountain for you.
 - Coyotes, now pretend you are holding up the mountain. Tell Borreguita, ‘Hurry back!’”

Continue to retell the story with students, guiding them to include the key story elements. Prompt students to act out the *goals, attempts, and outcome*.

When you’ve completed the retell, display each Story Element Icon to the class and discuss whether you have included all of the key elements of the story.

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| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students change partners; make sure each pair includes a Borreguita and a Coyote. Pass out the student journal to each pair.</p> <p>Have students retell the story with their partners, acting out the events. You could say: “Now it’s your turn to practice retelling and acting out <u>Borreguita and the Coyote</u> with your new partner. One of you needs to be Borreguita and the other will be Coyote. Follow our Story Element Icons and the icons and pictures on your student journal page to help you remember to include all of the key elements of the story. I will be coming around to hear your stories. I will tell you if I heard all of the story elements.”</p> <p>Circulate the room to listen to students’ retells. Provide support and feedback to help them include all the story elements. Ask them to practice again if they need to include missing story elements.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Nice acting! Knowing the key elements in a story and using them to help you tell the story really helps you understand what you read and hear. Let’s review the elements from our story...”</p> <ul style="list-style-type: none"> • (display character icon) Who are the <i>characters</i> in our story? (Borreguita and Coyote) • (display setting icon) What is the <i>setting</i> for our story? (the farm at the foot of the mountain) • (display goals icon) What was Borreguita’s <i>goal</i>? (to not get eaten) • (display goals icon) What was Coyote’s <i>goal</i>? (to eat Borreguita) • (display attempts icon) What did Borreguita do to reach her <i>goal</i>? (play tricks on Coyote) • (display attempts icon) What <i>attempts</i> did Coyote make to reach his <i>goal</i>? (try to eat Borreguita many times) • (display outcome icon) What was the <i>outcome</i>, or ending, to our story? (Coyote ran away because his mouth was hurt badly; Borreguita was left to eat her grass) <p>I will put our pictures of the story elements in a center with our [puppets] of Borreguita and Coyote. You can act out the story with your friends and include all of the key elements. Don’t forget to tell the ending!”</p> |



¡VAMOS A APRENDER!


Fortalecer el Lenguaje para Mejorar la Comprensión

WEEKLY LESSON PLANNER

CUENTOS POPULARES

| Week 4 | Assessment | Assessment | Assessment | Lesson 13 |
|---------------------|--|--|--|--|
| Lesson Type | SMWYK | SMWYK | SMWYK | Close |
| Objectives | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. | <ul style="list-style-type: none"> Use the navigation word <i>so</i>, which signals cause and effect text structure. |
| Lesson Texts | <ul style="list-style-type: none"> The Little Red Hen by Carol Ottolenghi La Gallinita Roja por Carol Ottolenghi | <ul style="list-style-type: none"> The Little Red Hen by Carol Ottolenghi La Gallinita Roja por Carol Ottolenghi | <ul style="list-style-type: none"> The Little Red Hen by Carol Ottolenghi La Gallinita Roja por Carol Ottolenghi | <ul style="list-style-type: none"> The Little Red Hen by Carol Ottolenghi Borreguita and the Coyote by Verna Aardema |

Materials

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|-------------------------------------|--|--|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> Props for skits  Lamb and coyote puppets/headbands/necklaces from Lesson #12 |
| Unit Materials Provided | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (English) [6] SMWYK Assessment Booklets (Spanish) [6] | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (English) [6] SMWYK Assessment Booklets (Spanish) [6] | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (English) [6] SMWYK Assessment Booklets (Spanish) [6] | <ul style="list-style-type: none"> Teacher Journal Lesson #13 Navigation arrow for Lesson #13 Cause and effect sentences for Lesson #13 Cause and effect tables for Lesson #13 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LARRC

Language and Reading Research Consortium

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SMWYK: These materials not available for download.

| ¡VAMOS A APRENDER! PREK | FOLKTALES CAUSE AND EFFECT | CLOSE LESSON 13 |
|--|--|--------------------|
| SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect! | | |
| TEACHING OBJECTIVE: | | |
| <ul style="list-style-type: none"> Use the navigation word <i>so</i>, which signals cause and effect text structure. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> Recasting Using Navigation Words LESSON TEXTS: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Props for skits Lamb and coyote puppets/headbands/necklaces from Lesson #12 UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Navigation arrow for Lesson #13 Cause and effect sentences for Lesson #13 Cause and effect tables for Lesson #13 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <p>For the Close project, students will perform cause and effect skits based on events from <u>The Little Red Hen</u> and <u>Borreguita and the Coyote</u>.</p> | | |
| <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time for the cause and effect skits. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> Gather props students can use to act out the stories. You could make or bring in masks and costumes, gather items (e.g., baskets, seeds, bread, cheese), or construct props out of construction paper (e.g., the moon, a wheel of cheese, wheat). Post the cause and effect sentences and tables for Lesson #13 for reference. During the Set routine, use any cause and effect demonstration that might be both easy to do and engaging. For instance: <ul style="list-style-type: none"> Hop up and down with a stuffed animal, bean bag, or other object on your head and let it fall off. Add a block to a tower to cause the tower to fall. Toss a beanie baby in the air and watch it fall. Blow bubbles, and have students pop them. If it's difficult to act out a cause or effect, you can point out the picture for that part of the sentence on Teacher Journal Lesson #13. You can also rearrange the order of skits you act out or use other cause and effect sentences to accommodate the props you have available. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: (hop up and down with a bean bag on your head, or choose another action) "I [hopped up and down with a bean bag on my head, <i>so</i> the bean bag fell off]. That sentence tells about two actions that go together, a <i>cause</i> and an <i>effect</i>. One thing happens—the cause. [I hopped up and down with a bean bag on my head]. It causes something else to happen—the effect. [The bean bag fell off of my head]. We can think of all kinds of things that happen around us and in stories that have causes and effects. Do you remember some of the cause and effect sentences from our two stories? Today we're going to use them to perform our cause and effect skits. All of the Spanish and English lessons we have been studying helped us to prepare for today's lesson. We'll act out the cause, use the word <i>so</i>, and then act out the effect. Learning about cause and effect will help us understand and identify the causes and effects in stories when we read and listen."</p> | |

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|---------------------|---|
| <p>I Do</p> | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Refer to Teacher Journal Lesson #13 and/or the cause and effect sentences and tables as you model acting out cause and effect skits for each story. Use masks, props, and gestures as you pantomime the <i>characters'</i> actions.</p> <p>You could say: “Let’s start with a skit from <u>The Little Red Hen</u>. I will show you how we’re going to act out our sentences as cause and effect skits. (display sentence #1 from Teacher Journal Lesson #13) I’ll be the Little Red Hen. Our sentence says, “The hen planted the grains, so the grains grew into wheat.”</p> <ul style="list-style-type: none"> • The hen planted the grains... (wearing a hen mask or using props, act out planting the grains) • ... So... (display the navigation arrow) The word <i>so</i> tells us the next part of the sentence will explain the <i>effect</i>. • ... The grains grew into wheat. (pretend to be grain sprouting and growing tall) <p>“Okay, now I will do a skit from <u>Borreguita and the Coyote</u>. (point to sentence #2; use the lamb and coyote cut-outs) I’ll be Coyote this time.</p> <ul style="list-style-type: none"> • I want to eat some cheese... (rub stomach and look at cheese prop) • ... So... (display arrow) • I won’t eat Borreguita.” (shake head at or put hand up to lamb cut-out) <p>If needed, model acting out additional skits using cause and effect sentences from previous lessons.</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Practice acting out the remaining cause and effect sentences from Teacher Journal Lesson #13 with students.</p> <p>You could say: “Let’s do some together. [Student X] and [Student Y], will you be Borreguita and Coyote? (pass out cut-outs, costumes, or props) [Student Z], will you please be our arrow with the word <i>so</i> that connects the cause and effect parts of our sentence? (pass out arrow) Here is our next sentence. (point to sentence #3)</p> <ul style="list-style-type: none"> • It says Borreguita saw the coyote coming... (have students act out the cause) • Okay, now we need our word <i>so</i>. (have Student Z hold up the arrow) • Now Borreguita, the sentence says the effect was that ‘Borreguita hid under the ledge.’” (have student act out hiding under ledge) <p>Repeat the sentence aloud while students again act out the cause, hold up the navigation arrow, and act out the effect.</p> <p>You could say: “Now let’s act out a skit from <u>The Little Red Hen</u>. Everyone gets to participate. If you’re sitting on this side of the room, you are a dog, cow, or pig. [Student X], here is the arrow; you will be our word <i>so</i>. (pass out arrow to one student) If you’re sitting on this side of the room, you are the Little Red Hen. (point to sentence #4)</p> <ul style="list-style-type: none"> • Here is the cause of our next sentence: “The dog, pig, and cow wouldn’t help the hen cut the wheat...” If you’re an animal, let me see you act that out. You are lazy and won’t help. (have students act like lazy animals) • Okay, now we need our word <i>so</i>. (have student display arrow) • If you are a hen, the effect is ‘... she had to do it alone.’ Cut the wheat all by yourself.” (have students act out the hen cutting wheat) |

| | |
|----------------------|--|
| | <p>Repeat the sentence aloud while students again act out the cause, hold up the navigation arrow, and act out the effect.</p> <p>Provide further examples, as needed, before moving to independent practice.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute a navigation arrow to each pair. Also distribute the lamb and coyote puppets/headbands/necklaces from Lesson #12 and any relevant props.</p> <p>You could say: “Now let’s practice our skits with your partners. Remember that first you will act out the cause. Then you will hold up your arrow and say, ‘so.’ That tells us the next action is the effect. Then your partner will act out the effect. Do your best, and when we’ve practiced all of our sentences, we’ll have you come up and do a skit for the rest of the class.</p> <p>(display sentence #5; model acting out the actions, if needed) “‘The dog, pig, and cow didn’t help the hen, <i>so</i> she didn’t share the bread.’ Partner 1, you are a farm animal, and Partner 2, you are the hen. After you act out the cause part of the sentence, hold up your arrow and say, ‘so,’ together. Then act out the effect. (circulate the room to guide pairs in acting out the cause and effect)</p> <p>(display sentence #6; model acting out the actions, if needed) “‘The coyote opened his mouth wide, <i>so</i> Borreguita ran into his mouth.’ Partner 2, you are Coyote, and Partner 1, you are Borreguita. After you act out the cause part of the sentence, hold up your arrow and say, ‘so,’ together. Then act out the effect.” (circulate the room to guide pairs in acting out the cause and effect)</p> <p>Have students act out the remaining sentences, continuing to provide support to pairs who are struggling. If students can, have them ‘read’ the sentences by looking at the pictures on the teacher journal and tell their partners what they are acting out.</p> <p>Bring students back together and assign a sentence to each pair. Have them act out their skit for the class. A third student can volunteer to be the arrow and say, ‘so,’ for each skit.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “I hope you enjoyed reading folktales and learning how to identify and act out cause and effect sentences. Let’s review <i>cause</i> and <i>effect</i>...”</p> <ul style="list-style-type: none"> • The first action that happens is the... (cause) • The action that happens because of the cause is the... (effect) • A word that signals us that one action causes another is the word... (so) <p>Learning about cause and effect helps us understand events in the stories we read and hear. When we read, I will be listening for you to help me identify the causes and effects in our stories.”</p> |

#1

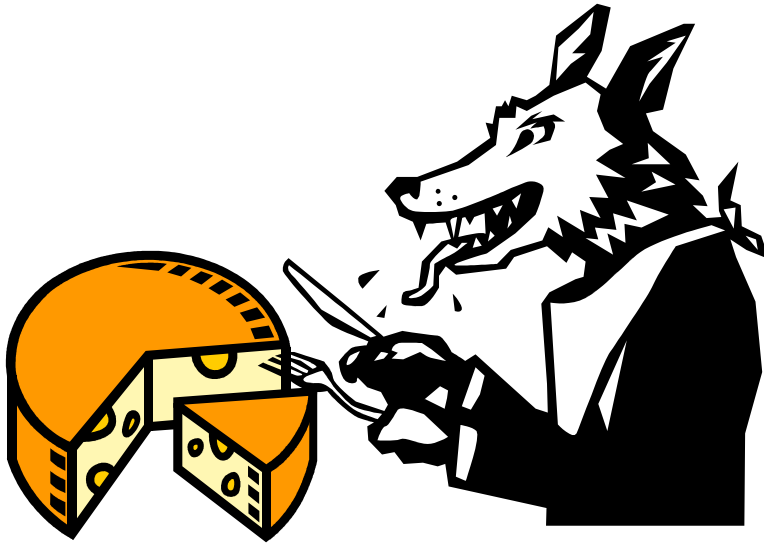


The hen planted
the grains

SO

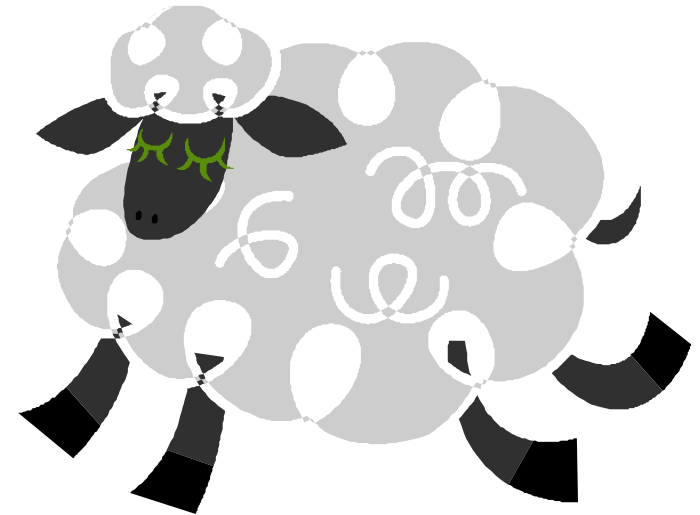


the grains grew
into wheat.



The coyote wanted
to try cheese

SO



he didn't eat
Borreguita.

#3

Teacher Journal

Folktales – Lesson 13



Borreguita saw the
coyote coming

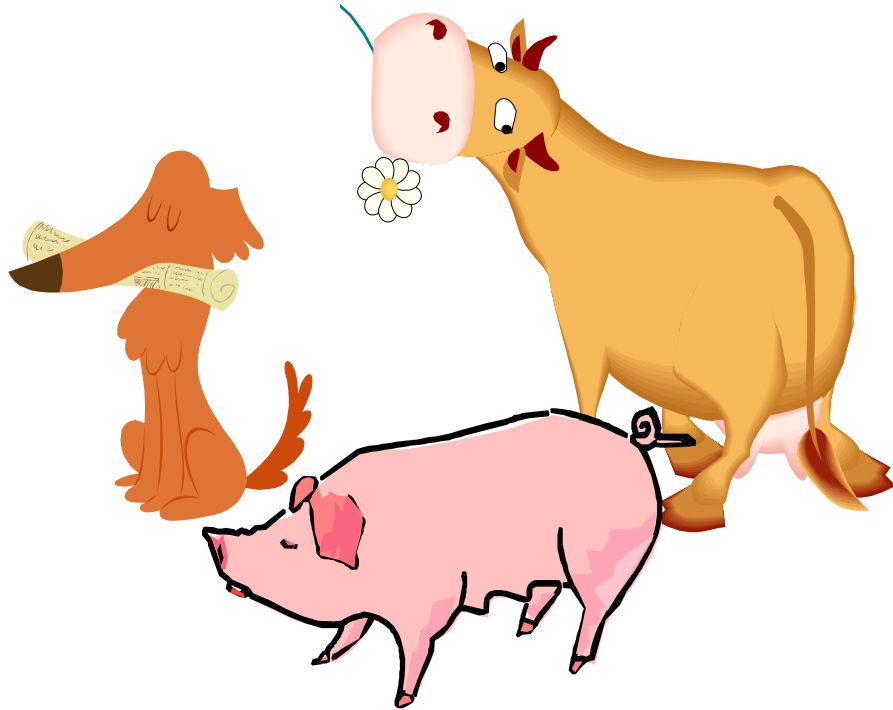
SO



Borreguita hid
under the ledge.



#4

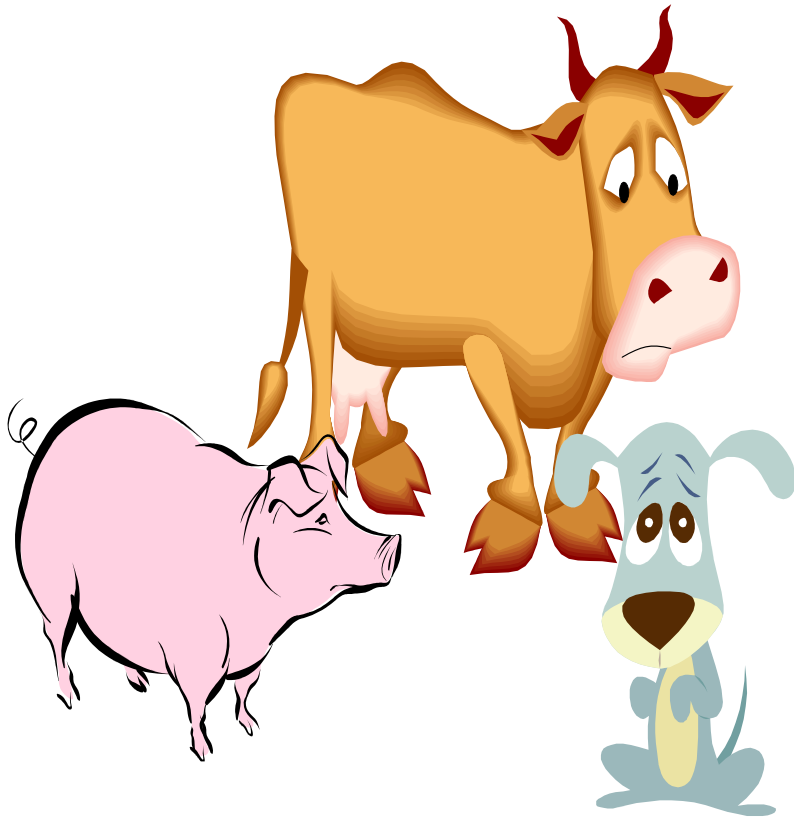


The dog, pig, and cow
wouldn't help the hen
cut the wheat

SO

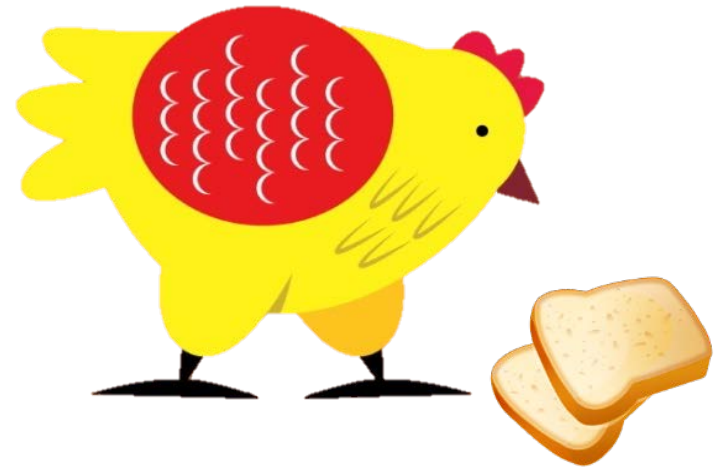


she had to do it alone.



The dog, pig, and cow
didn't help the hen

SO



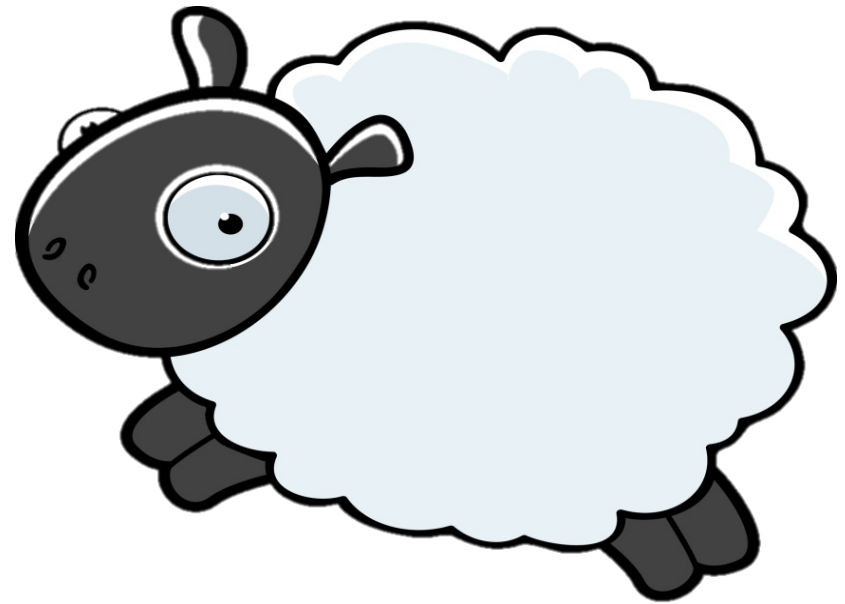
she didn't share the bread.

#6



The coyote opened
his mouth wide

SO



Borreguita ran
into his mouth.

#7

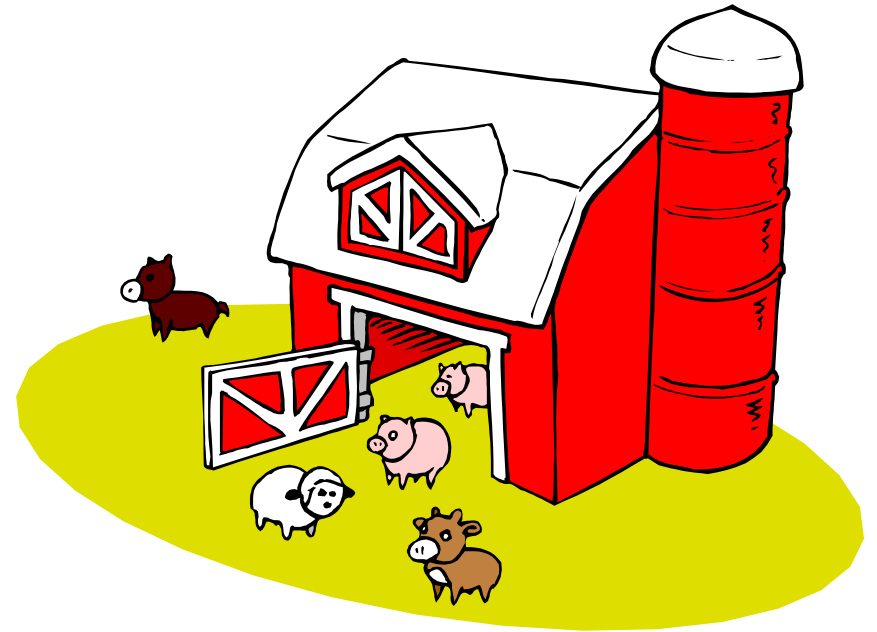


The miller ground
the grains

SO



the grain
turned to flour.



The hen used the flour
to make bread

SO



a good smell filled
the farmyard.

#9

Teacher Journal

Folktales – Lesson 13



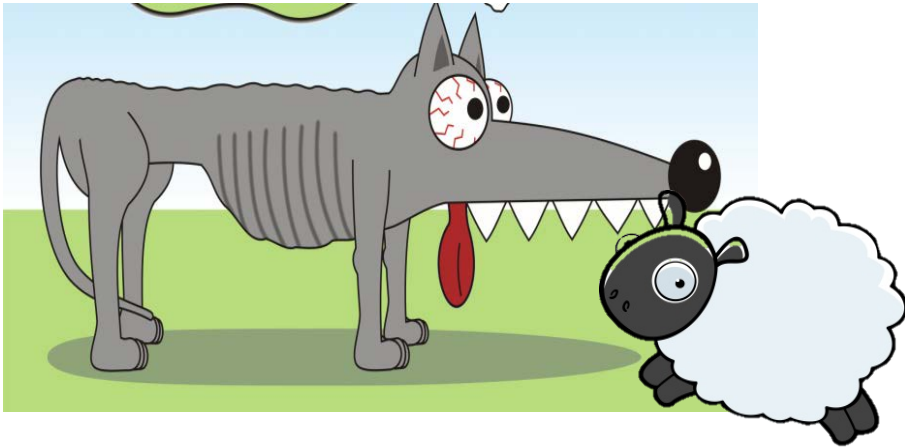
Borreguita had
the coyote hold
the mountain

SO



she could run away.

#10



Borreguita hit the
coyote's mouth

SO



the coyote ran away.

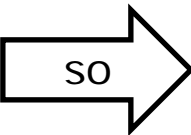
SO

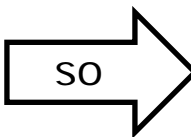
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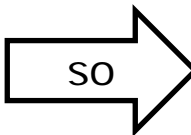
Cause and Effect Sentences

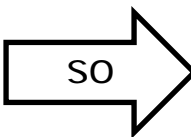
Folktales – Lesson 13

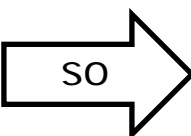


The Little Red Hen won't share her bread  the animals look sad.

The animals would not help the Little Red Hen with any of the work  they do not get to help her eat the bread.

The animals would not help the Little Red Hen  she planted the grain herself.

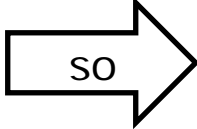
The animals would not help the hen cut and thresh the wheat  she cut the wheat herself.

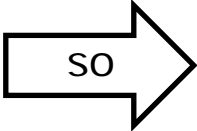
The animals would not help the hen take the grain to the mill  the Little Red Hen took it herself.

Cause and Effect Sentences

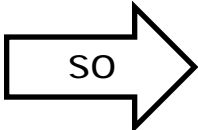
Folktales – Lesson 13

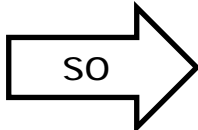


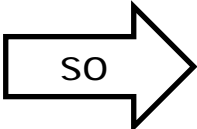
The Little Red hen scratched the ground  she found some grains of wheat.

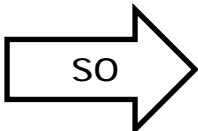
The pig was playing in the mud  he wouldn't help the Little Red Hen.

The Little Red Hen watered the seeds  the wheat grew tall.

The animals took naps  they wouldn't help the hen cut the wheat.

The miller ground the grain into flour  the Little Red Hen made dough.

The Little Red Hen baked the bread  the animals smelled a delicious smell.

The Little Red Hen worked really hard  she ate the bread all by herself.

cause

so

effect

Borreguita told the coyote she was too skinny to eat

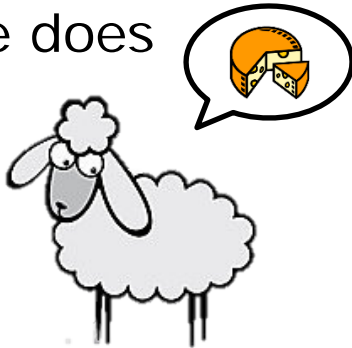


so

The coyote did not eat her



Borreguita says cheese tastes better than she does



so

The coyote decides to eat cheese instead

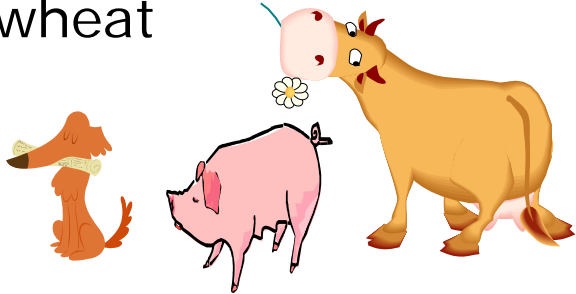


cause

so

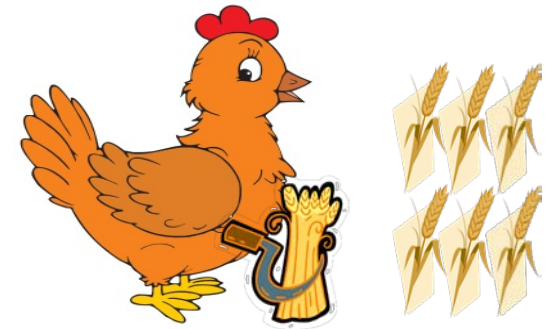
effect

The animals would not help the hen cut and thresh the wheat

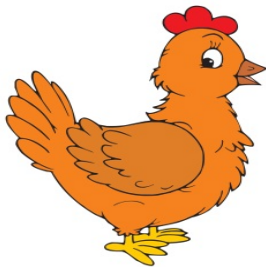


so

She cut the wheat herself

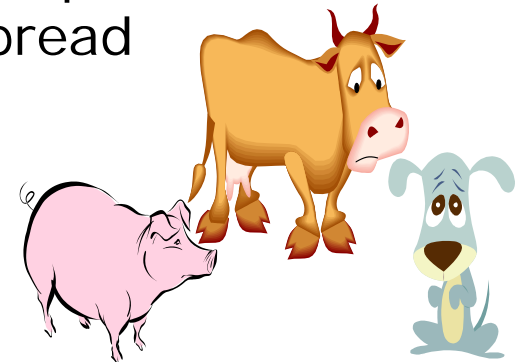


The animals would not help the Little Red Hen with any of the work



so

They do not get to help her eat the bread



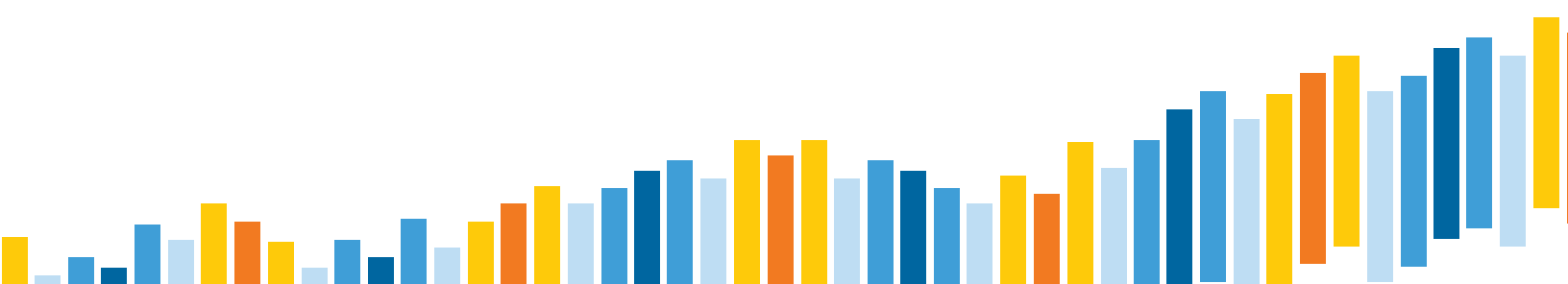


¡VAMOS A APRENDER!

Fortalecer el Lenguaje para Mejorar la Comprensión

Unit Resources

- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets





Teacher's Bookshelf

Folktales – Pre-Kindergarten

Required Books:

The Little Red Hen

by Carol Ottolenghi

ISBN-10: 1577683781

ISBN-13: 978-1577683780

Borreguita and the Coyote

by Verna Aardema

ISBN-10: 0679889361

ISBN-13: 978-0679889366

Optional Books:

During independent reading, students should have the opportunity to select narrative books from your classroom library that are related to the unit theme, Folktales. Following is a list of suggested books you can check out from your school or public library to accompany the unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

English Books

How Tiger Got His Stripes:

A Folktale from Vietnam

by Rob Cleveland

ISBN-10: 0874857995

ISBN-13: 978-0874837995

The Merchant and the Thief:

A Folktale from India

by Ravi Zacharias

ISBN-10: 0310716365

ISBN-13: 978-0310716365

The Drum: A Folktale from India

by Rob Cleveland

ISBN-10: 0874838029

ISBN-13: 978-0874838022

The Giant Cabbage: An Alaska Folktale

by Cherie Stihler

ISBN-10: 1570613575

ISBN-13: 978-1570613579

The Green Frogs: A Korean Folktale

by Yumi Heo

ISBN-10: 0618432288

ISBN-13: 978-0618432288

The Well of Truth: A Folktale from Egypt

by Martha Hamilton

ISBN-10: 0874838800

ISBN-13: 978-0874838800

Fat Cat: A Danish Folktale

by Margaret Read MacDonald

ISBN-10: 0874837650

ISBN-13: 978-0874837650

The Clever Monkey: A Folktale from West Africa

by Rob Cleveland

ISBN-10: 0874838010

ISBN-13: 978-0874838015

The Mitten

by Jan Brett

ISBN-10: 0399231094

ISBN-13: 978-0399231094

The Tiger and the Dried Persimmon

by Janie Jaehyun Park

ISBN-10: 0888994850

ISBN-13: 978-0888994851

Juan Bobo Goes to Work:

A Puerto Rican Folk Tale

by Marisa Montes

ISBN-10: 0688162339

ISBN-13: 978-0688162337

Zomo the Rabbit:

A Trickster Tale from West Africa

by Gerald McDermott

ISBN-10: 0152010106

ISBN-13: 978-0152010102

Two Ways to Count to Ten: A Liberian Folktale

by Ruby Dee

ISBN-10: 0805013148

ISBN-13: 978-0805013146

Go To Sleep, Gecko! A Balinese Folktale

by Margaret Read MacDonald

ISBN-10: 0874837804

ISBN-13: 978-0874837803

The Lost Horse: A Chinese Folktale

by Ed Young

ISBN: 10: 0152010165

ISBN:-13: 978-0152010164

It Could Always Be Worse: A Yiddish Folktale

by Margot Zemach

ISBN-10: 0374436363

ISBN-13: 978-0374436360

The Great Smelly, Slobbery, Small-Tooth Dog:

A Folktale from Great Britain

by Margaret Read MacDonald

ISBN-10: 0874838088

ISBN-13: 978-0874838084

Why Mosquitoes Buzz in People's Ears:

A West African Tale

by Verna Aardema

ISBN-10:0140549056

ISBN-13: 978-0140549058

The Tale of Rabbit and Coyote

by Tom Johnston

ISBN-10: 0698116305

ISBN-13: 978-0698116306

The Magic Fish

by Freya Littledale

ISBN-10: 0590411004

ISBN-13: 978-0590411004

The Magic Apple:

A Folktale from the Middle East

by Rob Cleveland

ISBN-10: 0874838002

ISBN-13: 978-0874838008

Punia and the King of Sharks:

A Hawaiian Folktale

by Lee Wardlaw

ISBN-10: 0803716826

ISBN-13: 978-0803716827

Why the Sky Is Far Away: A Nigerian Folktale

by Mary-Joan Gerson

ISBN-10: 0316308749

ISBN-13: 978-0316308748

Dancing Turtle: A Folktale from Brazil

by Pleasant DeSpain

ISBN-10: 087483502X

ISBN-13: 978-0874835021

How the Stars Fell into the Sky:

A Navajo Legend

by Jerrie Oughton

ISBN-10: 0395779383

ISBN-13: 978-0395779385

Crocodile and Hen:

A Bakongo Folktale

by Joan M. Lexau

ISBN-10: 0064442632

ISBN-13: 978-0064442633

The Hidden Feast

by Martha Hamilton

ISBN-10: 0874837588

ISBN-13: 978-0874837582

The First Strawberries

by Joseph Bruchac

ISBN-10: 0140564098

ISBN-13: 978-0140564099

Spanish Books

Juan y los frijoles mágicos

by Carol Ottolenghi

ISBN-10: 0769638163

ISBN-13: 978-0769638164

Se Venden Gorras

By Esphyr Slobodkina

ISBN-10: 006443401X

ISBN-13: 978-0064434010

El Día que Nevaron Tortillas

by Joe Hayes & Antonio Castro Lopez

ISBN-10: 0938317768

ISBN-13: 978-0938317760

Ricitos de Oro y los tres osos

by Candice Ransom &

Tammie Lyon

ISBN-10: 0769638155

ISBN-13: 978-0769638157

La cucarachita Martina

by Hector Cuenca

ISBN-10: 1933032650

ISBN-13: 978-1933032658

El gallo de bodas

by Lucia M. Gonzalez & Lulu Delacre

ISBN-10: 043906757X

ISBN-13: 978-0439067577

Cucu: Un cuento folklórico mexicano

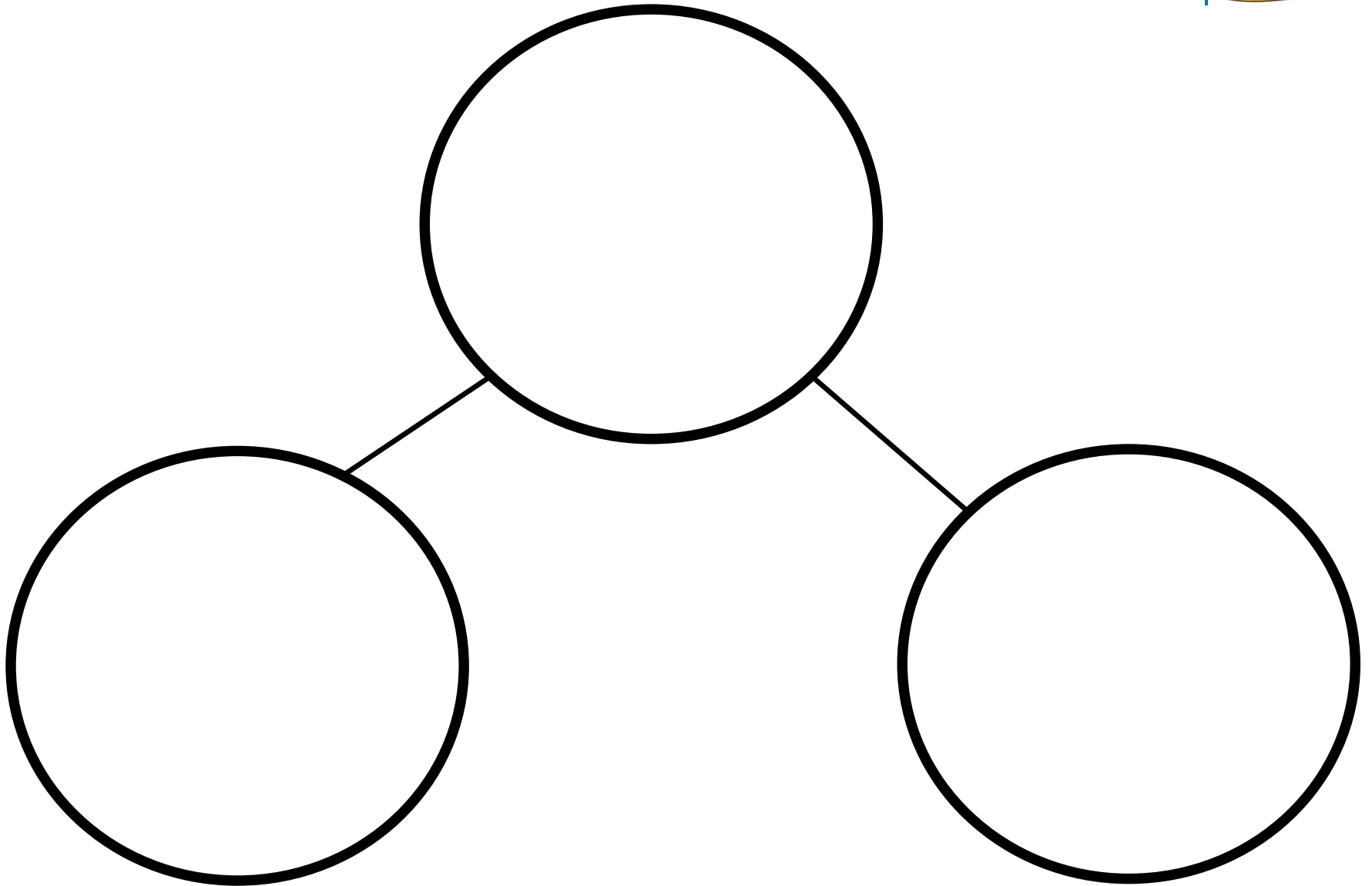
by Lois Ehlert

ISBN-10: 015202428X

ISBN-13: 978-0152024284

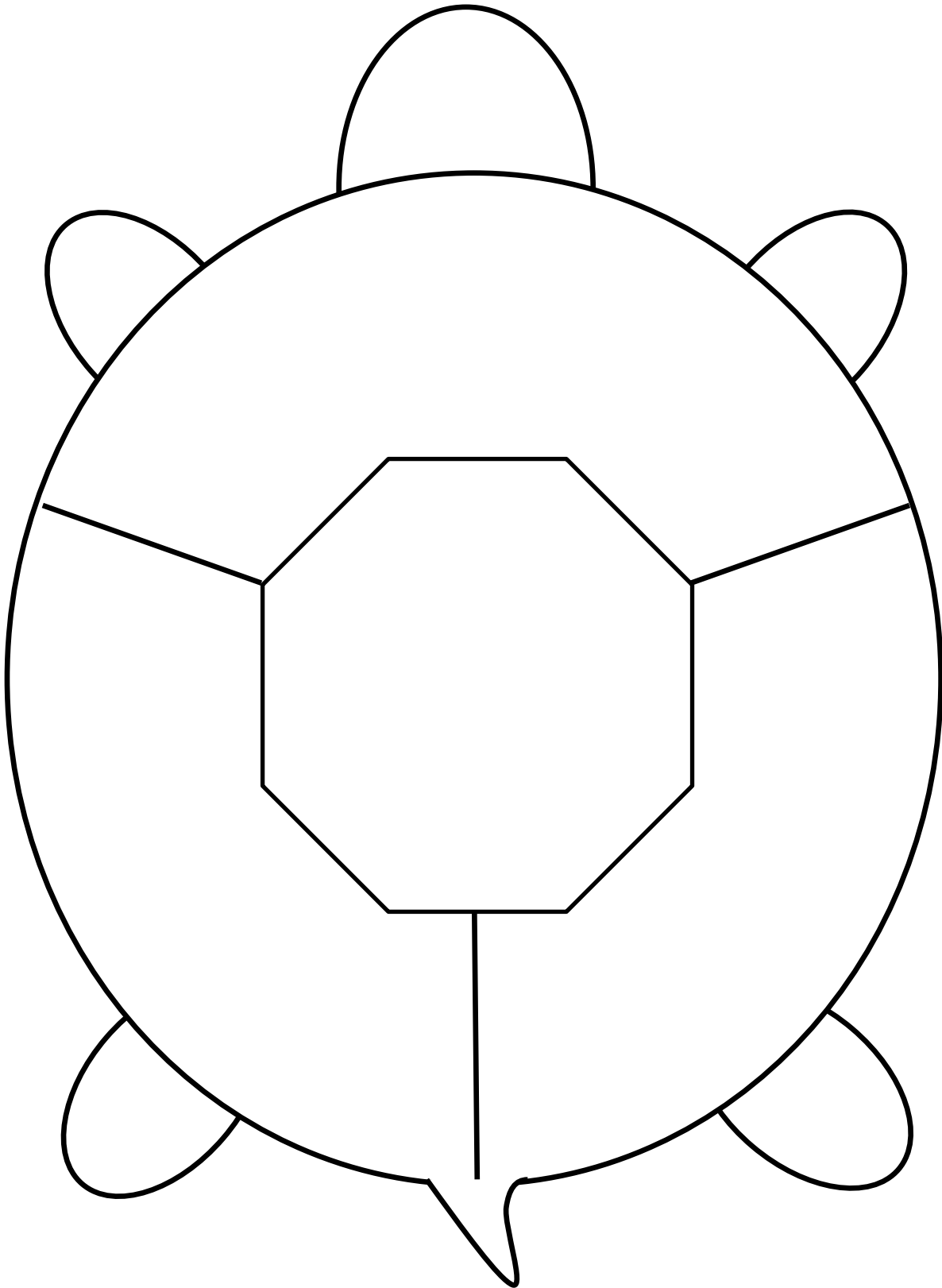
Word Web/Organizador Gráfico

Pre-Kindergarten



Turtle Word Web

Pre-Kindergarten



Unit Vocabulary

Folktales – Pre-Kindergarten

Sigh

Breathe out deeply,
often with sadness



Folktales

A story passed down
from generation
to generation



Grain

The seed of
a cereal plant



Guard

To protect a person
or place from harm



Curious

Really want to find out



Suspicious

To not trust something
because something
is not right about it



Goal

Something that you
want to do or finish



Attempt

To try to do something



Vocabulario de la unidad

Cuentos Populares – Preescolar

Suspiro

Sacar aire haciendo un sonido largo y suave por tristeza o cansancio



Historia

Una narración o cuento



Grano

La semilla de una planta de cereal



Convertir

Hacer que algo o alguien cambie



Curioso

Que tiene ganas de saber algo



Sospechoso

Algo que parece estar mal y da motivo para dudar



Meta

Objetivo que se quiere lograr



Intentar

Tratar de hacer algo



Sigh





Vocabulary Picture Card

Folktales – Word 1 – Sigh

Sigh

Breathe out deeply,
often with sadness

Folktale





Folktale

A story passed down from
generation to generation

Grain





Vocabulary Picture Card

Folktales – Word 3 – Grain

Grain

The seed of a cereal plant

Guard





Vocabulary Picture Card

Folktales – Word 4 – Guard

Guard

To protect a person
or place from harm

Curious





Curious

Really want to find out

Suspicious





Suspicious

To not trust something
because something
is not right about it

Goal





Vocabulary Picture Card

Folktales – Word 7 – Goal

Goal

Something that you
want to do or finish

Attempt





Attempt

To try to do something

Suspiro





Suspiro

Sacar aire haciendo
un sonido largo y suave
por tristeza o cansancio

Historia





Tarjeta de vocabulario
Cuentos Populares – Palabra 2 – Historia

Historia

Una narración o cuento

Grano





Tarjeta de vocabulario
Cuentos Populares – Palabra 3 – Grano

Grano

La semilla de una planta de cereal

Convertir





Convertir

Hacer que algo
o alguien cambie

Curioso





Tarjeta de vocabulario

Cuentos Populares – Palabra 5 – Curioso

Curioso

Que tiene ganas
de saber algo

Sospechoso





Tarjeta de vocabulario

Cuentos Populares – Palabra 6 – Sospechoso

Sospechoso

Algo que parece estar mal
y da motivo para dudar

Meta





Tarjeta de vocabulario

Cuentos Populares – Palabra 7 – Meta

Meta

Objetivo que
se quiere lograr

Intentar





Tarjeta de vocabulario

Cuentos Populares – Palabra 8 – Intentar

Intentar

Tratar de hacer algo

LARRC

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

Mi mamá suspiró al ver mis calificaciones. Me dijo que debía mejorar.

Mi historia favorita es la de Juan y los frijoles. Es una historia sobre un hombre que siembra unos frijoles y luego crece un árbol gigante que llega hasta el cielo.

La Gallinita Roja encontró unos granos. Luego sembró los granos para hacer pan.

En la televisión vi cuando una oruga se convirtió en una mariposa. La oruga se convirtió en una mariposa bella.



Tarjeta WRAP 1 – Lección 4

Lea las oraciones de la tarjeta WRAP antes de empezar la lección.

1. Antes de leer cada oración, muestre a los estudiantes la tarjeta de vocabulario que tiene el dibujo de la Palabra Para Aprender.
2. Retire la tarjeta de vocabulario y muestre la tarjeta WRAP.
3. Luego lea la oración en voz alta.
4. Repita este procedimiento con cada oración.

My teacher sighed when she heard that we couldn't go outside for recess because it was too rainy.

I found a book of folktales at the library. My grandmother said she read the same folktales when she was little.

Farmers store their grain in huge silos. There are millions and millions of grains in each one.

When we walk to school, the crossing guard keeps us safe when we cross the street. He watches us very carefully.



WRAP Set 2 – Lesson 6

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Mi hija tiene curiosidad de saber lo que compré en la tienda. Siempre hace preguntas porque es muy curiosa.

Mi mamá sospechó que mi hermano estaba enfermo. Yo también lo sospeché cuando él me dijo que no quería jugar.

Mi meta es ser el mejor del salón. Para lograr mi meta tengo que saber leer muy bien.

Hoy intenté montar bicicleta solo. Mi papá dice que si lo intento varias veces algún día podré lograrlo.



Tarjeta WRAP 3 – Lección 11

Lea las oraciones de la tarjeta WRAP antes de empezar la lección.

1. Antes de leer cada oración, muestre a los estudiantes la tarjeta de vocabulario que tiene el dibujo de la Palabra Para Aprender.
2. Retire la tarjeta de vocabulario y muestre la tarjeta WRAP.
3. Luego lea la oración en voz alta.
4. Repita este procedimiento con cada oración.

I knew I was in trouble because my mom said to me, "I am very curious about where all our cookies went."

We planned a surprise birthday party for my brother, but he got suspicious when he saw cupcakes in the refrigerator.

We are having a fundraiser at school. Our goal is to raise enough money for new playground equipment.

I tried to hang from the monkey bars without failing for one whole minute, but I fell down. My friend Paul said it was a good attempt.



WRAP Set 4 – Lesson 12

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.