

LESSON PLAN

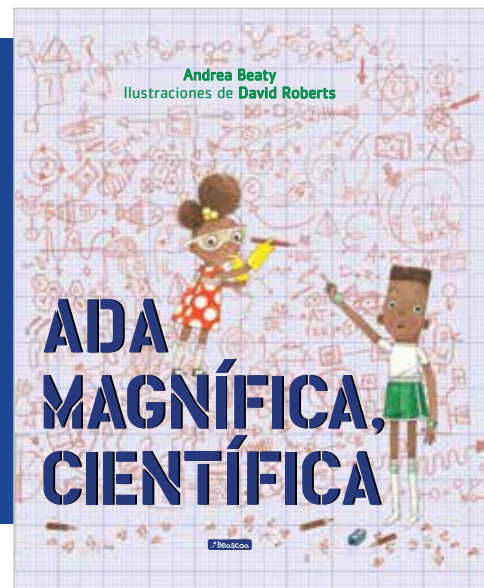
Grades: 1-2

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Illustrator: **David Roberts**

Guided Reading Level: L

Text Type: Fiction / Realistic Fiction / Science



ABOUT THIS BOOK

Ada observes the world around her and asks questions, a great deal of questions! In her quest to find answers, she conducts experiments, develops hypotheses, and even creates a mural. And then one day, she notices a terrible smell. What might have caused it?

GETTING READY TO READ

- Show students the cover and draw attention to the title. Have students share what the cover makes them think about.
- Open the book and have students scan through it to determine whether it is fiction or nonfiction. Invite students to share what they know about books that tell stories and books that give information.

The vocabulary

- Write the words on flashcards and display them. Use pictures and/or examples to explain the meaning.
- Point out the prefixes *des-* in *descompuesto*, *in-* in *inquieto*, and *re-* in *remirar*. Take away the prefix in each word, and help students see how the meaning changes.
- Ask students to use the knowledge of the meaning of *boca* and *abierto* to predict the meaning of *boquiabierto*.
- Play a game of Charades with the class to practice the vocabulary.

WORDS TO KNOW

acelerado(a)	hipótesis
arrasar	inquieto(a)
boquiabierto(a)	investigar
descompuesto(a)	rasgo
experimento	remirar
explorar	susurrar

ENGAGING IN READING

- Do a teacher read-aloud. Read through the text the first time for flow. Use gestures and facial expressions, emphasizing words that appeal to the senses (*miraba, escuchar, tocar, apestoso, mural...*). Reread the text and pause often to ask questions about key details.
- Divide the class into pairs and have students do a partner read-aloud. The listener follows along in the text. Provide pairs with a graphic organizer to ask and answer questions about the story: ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué? ¿Cómo?

RESPONDING TO READING

- Ask the class to come together. Hold a collaborative conversation about the text.
- Have pairs share their graphic organizers to ask and answer questions about key details in the text.
- Encourage students to critique the text by expressing what they liked and/or disliked about the book.



ACTIVITIES



MI VOCABULARIO

A. Elige la palabra correcta para completar la oración.

- | | | |
|---|-----------------|-----------------|
| 1. Si algo huele mal, está... | a. descompuesto | b. boquiabierto |
| 2. Si miras algo otra vez, lo... | a. arrasas | b. remiras |
| 3. Si alguien está preocupado, está... | a. acelerado | b. inquieto |
| 4. Las personas tienen características o... | a. rasgos | b. experimentos |

B. Dibuja para ilustrar cada palabra.



explorar



investigar

COMPRENDO LA LECTURA

C. Escribe las palabras que apelan a los sentidos en el lugar correcto.

- | | | | | |
|------------|------------|-------------|-----------|---------|
| • mano | • apestoso | • pinchitos | • mirar | • cena |
| • susurrar | • callada | • estofado | • perfume | • mural |

Vista (ver)	Oído (oír)	Olfato (oler)	Gusto (saborear)	Tacto (tocar)

D. Contesta.

¿Cómo?

1. ¿Cómo es Ada?

¿Qué?

2. ¿Qué hizo Ada para intentar contestar sus preguntas?

¿Por qué?

3. ¿Por qué quiere Ada saber la razón de todo?

COMPARTO LO QUE LEÍ

Mira a tu alrededor. ¿Ves algo que no sabes cómo funciona o por qué es así? Crea un Mural de la ciencia con tus preguntas e ideas. Presenta tu mural a la clase. Luego, entre todos, investiguen para hallar las respuestas.

ACTIVITIES



MI VOCABULARIO

A. Elige la palabra correcta para completar la oración.

- | | | |
|---|-----------------|-----------------|
| 1. Si algo huele mal, está... | a. descompuesto | b. boquiabierto |
| 2. Si miras algo otra vez, lo... | a. arrasas | b. remiras |
| 3. Si alguien está preocupado, está... | a. acelerado | b. inquieto |
| 4. Las personas tienen características o... | a. rasgos | b. experimentos |

B. Dibuja para ilustrar cada palabra.

Drawings will vary, but must show that student distinguish shades of meaning among verbs differing in manner (*explorar vs. investigar*, in this case).

explorar

investigar

COMPRENDO LA LECTURA

C. Escribe las palabras que apelan a los sentidos en el lugar correcto.

- mano
- apestoso
- pinchitos
- mirar
- cena
- susurrar
- callada
- estofado
- perfume
- mural

Vista (ver)	Oído (oír)	Olfato (oler)	Gusto (saborear)	Tacto (tocar)
mirar	susurrar	apestoso	estofado	mano
mural	callada	perfume	cena	pinchitos

D. Contesta.

¿Cómo?

1. ¿Cómo es Ada?
Ada es una niña muy curiosa. Tiene siempre muchas preguntas.

¿Qué?

2. ¿Qué hizo Ada para intentar contestar sus preguntas?
Hizo experimentos. Dibujó un Mural de la ciencia con sus preguntas.

¿Por qué?

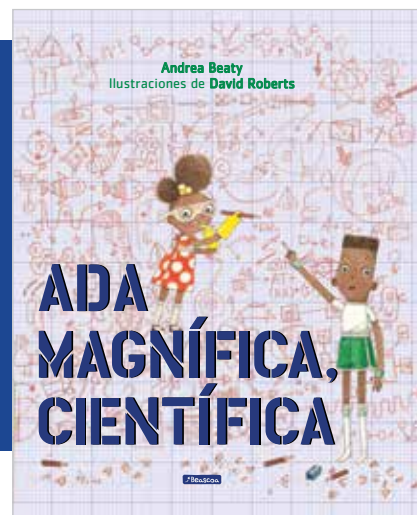
3. ¿Por qué quiere Ada saber la razón de todo?
Porque Ada tiene una mente científica. Necesita indagar.

COMPARTO LO QUE LEÍ

Mira a tu alrededor. ¿Ves algo que no sabes cómo funciona o por qué es así? Crea un Mural de la ciencia con tus preguntas e ideas. Presenta tu mural a la clase. Luego, entre todos, investiguen para hallar las respuestas.

READING STANDARDS FOR THIS LESSON

Grades: 1–2



GRADE 1

RL.1.1 Ask and answer questions about key details in a text.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RF.1.3.a Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: *ch*, *ll*, *rr* (*chile*, *lluvia*, *perro*).

RF.1.3.e Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

GRADE 2

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RF.2.3.c Decodifican palabras multisilábicas.

RF.2.3.d Decode words with common prefixes and suffixes.

RF.2.3.f Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con *h*, que es siempre muda, excepto en el dígrafo *ch*, o con las sílabas *que*, *qui*; *gue*, *gui*.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*, *bookshelf*, *notebook*, *bookmark*).

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*), and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

Disclaimer

The publisher follows the criteria and guidelines from the following: *The Continuum of Literacy Learning, Grades PreK-8th* and *El continuo de adquisición de la lectoescritura. Grados K-3*, by Gay Su Pinnell and Irene C. Fountas.