

Lesson Plan by : M. Sanchez, Grade 1, Arnone School
Title : Abran Paso A Los Patitos
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The Ten Important Sentences

1. El señor Pato y su señora buscaban un lugar para vivir.
2. En el Jardín Público había una linda laguna que tenía una pequeña isla.
3. Este no es lugar para bebés con todas cosas horrible que corren de aca para allá.
4. Esta isla (rio Charles) parece un lugar bueno y tranquilo, y está cerca del Jardín Público.
5. Después de que la señora Pata puso ocho huevos en el nido, no podía seguir visitando a Miguel, pues tenía que estar sentada sobre los huevos para mantenerlo calientes.
6. Los espero dentro de una semana en el Jardín Público – grazno, volviendo la cabeza.
7. Yo sé todo lo que hay que saber para educar a la cría.
8. La mamá y sus patitos fueron vadeando a tierra firme y echaron a andar hasta que llegaron a la carretera.
9. Los policías detuvieron el tráfico para que la señora Pata y sus patitos pudieran cruzar la calle y entrar derecho al Jardín Público.
10. A los patitos les gustó tanto la nueva isla que la familia decidió quedarse a vivir allí.

Fact & Opinion Sentences

1. Es un lugar perfecto para pasar la noche-grazno el señor Pato. (O)
2. A la mañana siguiente trataron de pescar su desayuno en el fondo de la laguna. (F)
3. Me gusta este lugar dijo la señora Pata cuando subieron a la orilla y se pusieron caminar. (O)
4. Este no el lugar para bebés, con todas esas cosas horribles que corren de acá para allá. (O)
5. Miraron en la plaza Louisburg, pero no había allí agua para nadar. (F)
6. Esa isla parece un lugar bueno y tranquilo, y esta cerca del Jardín Público. (O)
7. Las viejas plumas de las alas ya habían empezado a caerse y hasta que les crecieran las nuevas no podrían volver a volar. (F)
8. La señora Pata les enseñó a nadar y a zambullirse. (F)
9. Y el barrandero dijo: Vaya, vaya qué cesa más bonita. (O)
10. Y cuando cae la noche, nadan todos hasta su pequeña isla y se van a dormir. (F)

Vocabulary:

Grade Level and Title: 1st Grade – Abran Paso A Los Patitos

Demonstration

- | | | |
|-----------------|------------|----------------|
| 1. grazno | 3. aliento | 5. chillando |
| 2. alarmadisima | 4. bocinas | 6. zambullirse |

Dramatization

- | | | |
|--------------------------|---------------|------------------------|
| 1. atropellar | 3. fila India | 5. agitando los brazos |
| 2. reventaban de orgullo | 4. alboroto | |

Exemplification

- | | | |
|-----------|--------------|---------------|
| 1. enorme | 2. velocidad | 3. velozmente |
|-----------|--------------|---------------|

Illustration

- | | | |
|------------------------|----------|---------------------|
| 1. edificio del estado | 3. isla | 5. arbusto |
| 2. laguna | 4. plaza | 6. coche pratullero |

Definition

- | | | |
|---------------|-------------|-------------|
| 1. cacahuetes | 2. Empollar | 3. vadeando |
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Activities:

Monday

Objective: To recall facts and details-10 important sentences

Materials: Abran Paso A Los Patitos, sentence strips with 10 important sentences written on them.

Procedure:

1. To listen to the story Abran Paso A Los Patitos.
2. Introduce the 10 important sentences.
3. To listen to the story again and carefully listen for the 10 important sentences in story.
4. Recite and chant the 10 important sentences.
5. Students will be assigned a partner and a sentence from the 10 important sentences written on a sentence strip.
6. Student will make up a tune for their sentence and share with class.

Vocabulary: empollar, coche pratullero, reventaban de orgullo, chillando, zambullirse.

Tuesday

Objective: To distinguish fact and opinion from the story.

Materials: Abran Paso A Los Patitos, Fact and Opinion sentences

Procedure:

1. To listen to the story carefully and paying close attention to what happened in the story.
2. Introduce the sentences of fact and opinion.
3. Read the sentences together as a class and have the students listen for clues that will help identify the sentence if it is a factor or an opinion.
4. Read the sentences again and this time the students will identify if it's a fact by putting thumbs up and saying; "It's a fact, it's a fact, it's a real fact". If

it's an opinion, student will demonstrate an O with their hand and say; "It's feeling, opinion, attitude."

Vocabulary: laguna, isla, plaza, edificio de estado, fila India.

Wednesday

Objective: Sequence of the story

Materials: Abran Paso A Los Patitos, 10 important sentences (sentence strips), construction paper, crayons.

- Procedure:*
1. Review 10 important sentences.
 2. To listen to the story and this time paying close attention to the 10 important sentences in the order in which they appear in the story.
 3. With their partner from Monday, they will illustrate their 10 important sentences.
 4. On board will be the numbers from 1 through 10 in order. Student will go up on board and put their illustrations and sentence strip in the order that it appeared in the story.
 5. To read or chant as a group in sequence the 10 important sentences.

Vocabulary: enorme, grazno, arbusto, vadeando, velocidad

Thursday

Objective: To recognize cause and effect

Materials: Abran Paso A Los Patitos

- Procedure:*
1. To listen to the story and paying attention to sentences that make other sentences happen.
 2. To review 10 important sentences.
 3. Students with their partners and their sentence strip of the 10 important sentences will walk around the classroom and find another group who has the corresponding cause or effect sentence. Groups will link arms with their cause and effect sentences. Student will recite their cause and effect sentences to the class.

Vocabulary: aliento, bocinas, alarmadisima, atropellar, velozmente

Friday

Objective: To identify the main idea of the story.

Materials: Abran Paso A Los Patitos, glove and on each finger written: Who?, Did What?, Where?, When?, and Why?

- Procedure:*
1. To listen to the story and paying close attention to the main idea, Who? Did What? Where? When? Why?
 2. The teacher will wear glove and the class will sing "I've got the main idea in my hand" and then go to each finger singing son. Ex.: "I've got the who in my hand", "I've got the did what in my hand". While singing the students will identify the who, did what, where, when, and why.

Vocabulary: cacahuetes, alboroto, agitando los brazos