Guided Reading

sequence

Level 800-900 Sequence

Level 600-700 Sequence

Level 400-500 Sequence

A Day in My Life: Spain



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Common CORE Kingdom

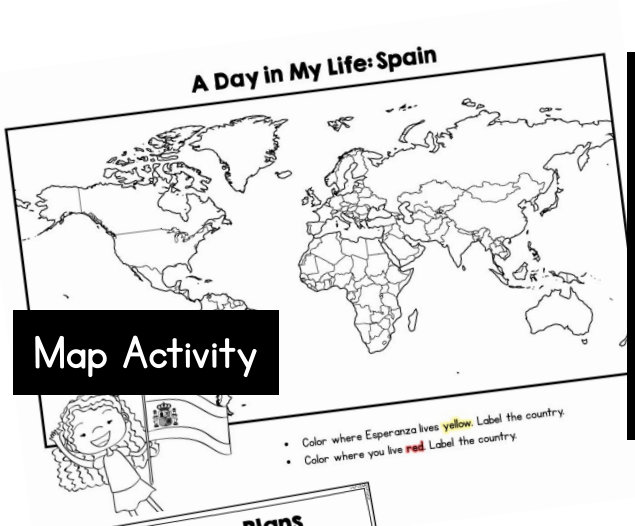
A Day in My Life: Spain

Table of Contents

*This product includes a nonfiction guided reading passage on three differentiated levels. The passages are in the 2nd-5th Grade Common Core Text Complexity Band (the range for 2nd-5th grade is 450-980). The passage is also available in a two-page article format.

1. Lesson Plans
2. Prereading: Map Activity
3. Guided Reading Passages and Articles in Three Different Levels
4. Focus Skill: Context Clues Organizer
5. Multiple Choice Questions
6. Compare & Contrast Organizer and Writing Activity (Differentiated)

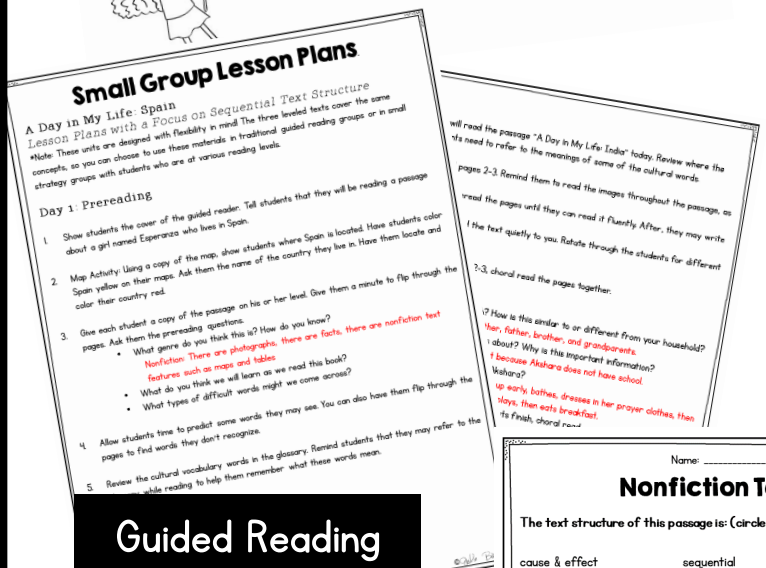
What Is Included?



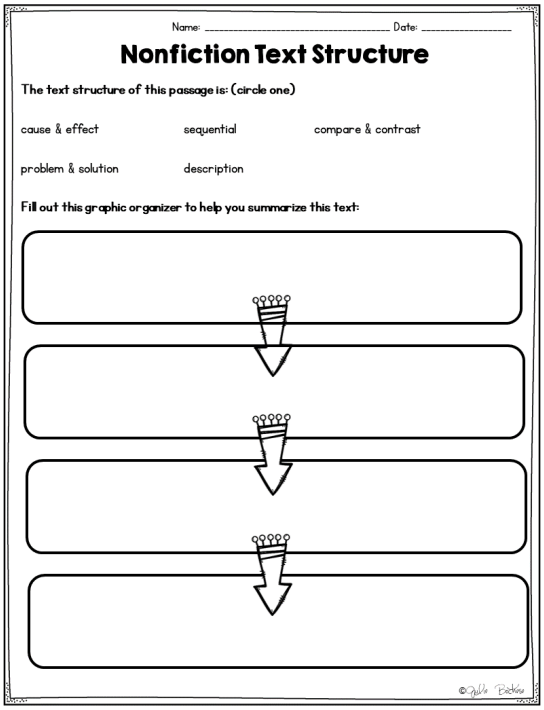
Map Activity

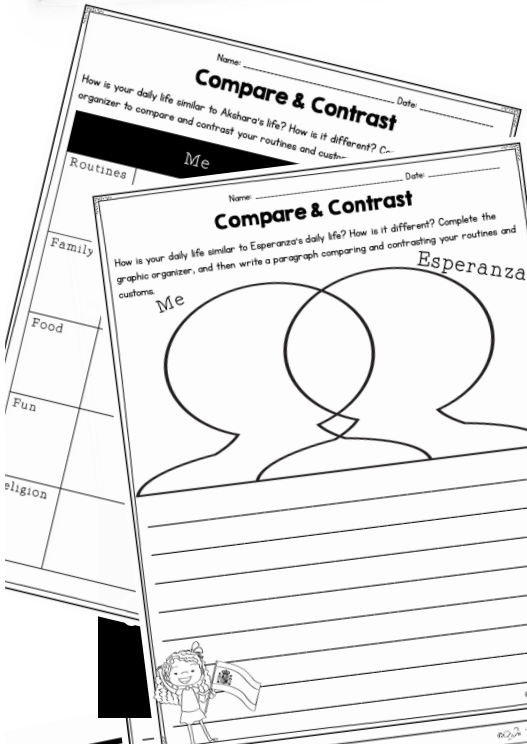
A guided Reader on Three Levels (also available as 3-page printable passages)

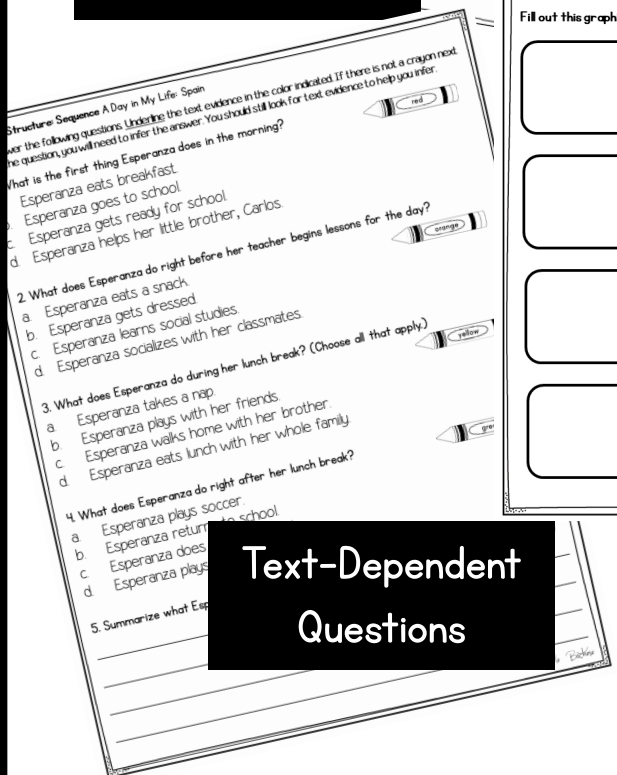




Guided Reading Lesson Plans

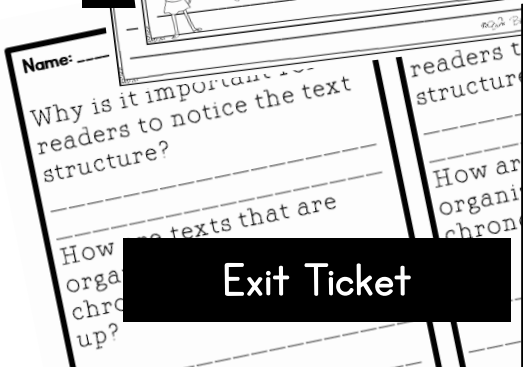






Text-Dependent Questions

Strategy Organizer



Exit Ticket

Small Group Lesson Plans

A Day in My Life: Spain

Lesson Plans with a Focus on Sequential Text Structure

*Note: These units are designed with flexibility in mind! The three leveled texts cover the same concepts, so you can choose to use these materials in traditional guided reading groups or in small strategy groups with students who are at various reading levels.

Day 1: Prereading

1. Show students the cover of the guided reader. Tell students that they will be reading a passage about a girl named Esperanza who lives in Spain.

2. Map Activity: Using a copy of the map, show students where Spain is located. Have students color Spain yellow on their maps. Ask them the name of the country they live in. Have them locate and color their country red.

3. Give each student a copy of the passage on his or her level. Give them a minute to flip through the pages. Ask them the prereading questions.
    - What genre do you think this is? How do you know?
      Nonfiction: There are photographs, there are facts, there are nonfiction text features such as maps and tables
    - What do you think we will learn as we read this book?
    - What types of difficult words might we come across?

4. Allow students time to predict some words they may see. You can also have them flip through the pages to find words they don't recognize.

5. Review the cultural vocabulary words in the glossary. Remind students that they may refer to the glossary while reading to help them remember what these words mean.

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Day 2: Reading

1. Tell students that they will read the passage "A Day in My Life: Spain" today. Review where the glossary is in case students need to refer to the meanings of some of the cultural words.

2. Have students silently read pages 2-3. Remind them to read the images throughout the passage as well.
   - Early finishers should reread the pages until they can read it fluently. Afterwards, they may write in their journals.
   - Select 1-2 students to read the text quietly to you. Rotate through the students for different pages.

3. After all students have read pages 2-3, choral read the pages together.

4. Discussion Questions:
   - Who does Esperanza live with? How is this similar to or different from your household?

     Esperanza lives with her mother, father, grandmother, and brother.
   - What day is Esperanza telling us about? Why is this important information?

     It is Tuesday. This is important because Esperanza is going to school.
   - What do mornings look like for Esperanza?

     In the morning, Esperanza wakes up around 8:00 AM. First, she eats cereal and watches TV. Then, Esperanza gets ready for school. She walks to school with her mother and little brother Carlos.
   - Students silently read pages 4-5. After all students finish, choral read.

5. Discussion Questions:
   - Describe what Esperanza's morning at school is like. How is this different from your school day?

     Esperanza's classes start at 9:30 and they break for a long lunch at 12 PM. This is different from my morning at school because I start school at 7:30 AM. We only have a thirty-minute lunch at school.
   - What is Esperanza's school day like?

     Esperanza goes to school and learns social studies, reading, writing, arithmetic, art, and physical education. Then, she goes home for lunch with her family.

7. Students silently read pages 6-7. After all students finish, choral read.

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8. Discussion Questions:
    - What does Esperanza do in the afternoon?
      Esperanza has a big lunch with her family, then they take a siesta. Afterwards, she returns to school for the rest of her classes.
    - What does Esperanza do after school?
      Esperanza and Carlos walk home and eat a snack.
    - What does Esperanza do in the evenings?
      Esperanza goes to the park to play with her friend. Then, she does her homework and eats a small dinner before bed.

Day 3:

1. Students reread the entire passage silently. As they reread, conduct 1-2 running records with a few students using the text.

2. As students finish, tell them to practice retelling the story because they will be retelling it as a group once everyone is finished.

3. Once everyone is finished rereading, point out that this story is organized in sequential, or chronological, order. Tell students that it is important to understand the text structure of a text before we retell it. Knowing that it is in sequential order means that we should tell the events from the beginning, middle, and end.

4. As a group, retell the story.

5. Have students complete the graphic organizer titled "Nonfiction Text Features." For groups that need more assistance, I suggest completing a few examples together and then having them complete a few independently.

6. **Day 3 Independent Work** (to be completed in a center rotation after the group meets):
   Students answer multiple choice and short response questions.

Note If your purpose for this group is a strategy group rather than guided reading, have students complete the questions at the table with you so that you can provide more support.

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Day 4

1. Either correct students' questions before you meet, or correct them together as a group. Review how to underline text evidence to support answers.

2. Discuss: Esperanza lives across the world from us. Even though she lives so far away and her culture is different from our culture, we have some things in common.
    - What did you notice about Esperanza's life that is like your own?
    - What did you notice that was different and interesting about Esperanza's life or culture?

3. Select one of the graphic organizers to give to students. The chart is intended for students who need more support, while the Venn diagram and writing prompt is intended for more independent students. Have students complete the organizers independently, and assist them as needed.

Day 5: Wrap It Up

This should be a short meeting. It can also be combined with the fourth day if you only have four days to meet with students.

1. Discuss how your students' lives are similar to and different from Esperanza's life.

2. Review: The skill focus was context clues. The following can be discussed together or answered on the provided sheet as an exit ticket.
    - Why is it important for readers to notice the text structure?

      The text structure helps us understand how the text is organized. Knowing the text structure helps us synthesize and summarize the text.
    - How are texts that are organized in chronological order set up?

      Texts set up in sequential order means the author tells the events in order from the beginning, middle, and end.

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A Day in My Life: Spain





- Color where Esperanza lives yellow. Label the country.
- Color where you live red. Label the country.

H/I
400-500

Name: _____ Date: _____

A Day in My Life: Spain

Hola! My name is Esperanza Balon. I am 8 years old. I live in Madrid, Spain. Madrid is the capital. It is a busy city. I live with my mama, papa, grandma, and my little brother Carlos. This is what my Tuesday is like:





This is me!



This is my school.

8:00 AM: I usually wake up around 8:00 AM. I eat cereal with milk and watch TV. Next, I get ready for school.

9:00 AM: Mama walks Carlos and me to school. The walk is 20 minutes.

9:30 AM: School starts. My teacher is **Señora** Sanchez. There are 29 kids in my class. We learn social studies, reading, writing, arithmetic, art, and physical education. We also learn English.

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12:00 PM: This is my favorite time of day- lunchtime! Carlos and I go home for lunch with our family. Papa even comes home for lunch. Mama cooks a big meal. We eat an appetizer, main course, and dessert. My favorite is seafood **paella**. Paella is a dish of rice and seafood. After lunch, we take a small **siesta**, or nap.



Seafood Paella



Carlos and I do our homework.

2:30 PM: It's time to go back to school. We finish our lessons. Finally, we have physical education.

5:00 PM: Our school day is over. Carlos and I walk home. We eat a quick snack.

5:30 PM: I go to the park. My friend Andreá is at the park. When it is dark, we go home. I do my homework.

8:30 PM: We have a small dinner. Tonight, my mama made omelets.

10:00 PM: It's time for bed! **Buenas noches**!



Potato omelet

J/K
600-700

Name: _____ Date: _____

A Day in My Life: Spain

Hola! My name is Esperanza Balon, and I am 8 years old. I live in Madrid, Spain, which is the capital city. Madrid is a bustling city with lots to do and see. Many tourists from other countries come to visit our museums, parks, and restaurants. I live with my mama, papa, grandma, and my little brother Carlos. In my culture, it is common for families to live with their grandparents. This is what my Tuesday is like:





This is me!



This is my school.

8:00 AM: I usually wake up around 8:00 AM. I eat cereal with milk and watch TV. We have many of the same shows as America, except in the Spanish language. I like to watch PJ Masks. Next, I get dressed for school.

9:00 AM: Mama walks Carlos and me to school, which takes about 20 minutes.

9:30 AM: I go to my classroom because school is about to start. I chitchat with my classmates until my teacher, **Señora** Sanchez, begins our lessons. There are 29 kids in my class. We learn social studies, reading, writing, arithmetic, art, and physical education. We also learn English. Many people in Madrid can speak and understand English.

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12:00 PM: This is my favorite time of day- lunchtime! In Spain, lunch is our biggest meal of the day, and we share it with family. Carlos and I walk home, and Papa even leaves work. Mama cooks a big meal. We eat an appetizer, or tapa, a main course, and dessert. My favorite is seafood **paella**. Paella is a dish of rice and seafood. After lunch, we take a small **siesta**, or nap.



Seafood Paella

2:30 PM: It's time to go back to school to finish our lessons. At the end of the day, we have physical education in the school field.



Carlos and I do our homework.

5:00 PM: Our school day is over, so Carlos and I walk home. We eat a small sandwich since we typically eat dinner late.

5:30 PM: I go to the park to meet my friend Andreá. When it is dark, I go home to complete my homework.

8:30 PM: We have a small dinner. Tonight, my mama made omelets. My whole family eats together again. Meal times are an important time for family discussions, so I like to tell my parents stories about my day.



Potato omelet

10:00 PM: I am exhausted, so it's time for bed! **Buenas noches!**

L/M
800-900

Name: _____ Date: _____

A Day in My Life: Spain

Hola! My name is Esperanza Balon, and I am 8 years old. I live in Madrid, Spain, which is the capital city. Madrid is a bustling metropolis with lots to do and see. Millions of tourists from other countries come to visit our museums, parks, and restaurants. I live in an apartment with my mama, papa, grandma, and my little brother Carlos. In my culture, it is common for families to live with their grandparents. This is what my typical Tuesday is like:





This is me!



This is my school.

8:00 AM: I regularly wake up around 8:00 AM and grab myself breakfast. Today I pour a bowl of cereal with milk and watch TV. We have many of the same shows as America, except in the Spanish language. I like to watch PJ Masks. Next, I get dressed for school.

9:00 AM: Mama walks Carlos and me to school, which takes about 20 minutes.

9:30 AM: I go to my classroom and chitchat with my classmates until my teacher, **Señora** Sanchez, begins our subjects. There are 29 kids in my class, and we know each other well since we have been together since the beginning of primary school. We learn social studies, reading, writing, arithmetic, art, and physical education. We have English class three times a week, and our science instruction is also in English. Many people in Madrid can speak and understand English.

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12:00 PM: This is my favorite time of day- lunchtime! In Spain, lunch is our biggest meal of the day, and we share it with family. Carlos and I walk home, and Papa even leaves work to come home and eat with us. Mama cooks a large meal that includes an appetizer, or tapa, a main course, and dessert. My favorite dish is seafood **paella**, which is a stew of rice and seafood. After lunch, everyone takes a small **siesta**, or nap.



Seafood Paella



Carlos and I do our homework.

2:30 PM: It's time to return to school to finish our academic lessons. At the end of the day, we have physical education in the school field where we learn to play sports such as futbol, or American soccer. While futbol is our most popular sport, others include basketball, tennis, and handball.

5:00 PM: Our school day is complete, so Carlos and I amble back home. We eat a small sandwich since we eat dinner before bedtime.

5:30 PM: I go to the playground to meet my friend Andreá. When it is dark, I go home to complete my homework.

8:30 PM: We have a small dinner before it is time to retire to bed. Tonight, my mama made omelets with vegetables and cheese. My whole family eats together again. Meal times are an important time for family discussions, so I like to tell my parents stories about my day.

10:00 PM: I am exhausted, so it's slumber time! Kids don't stay up too late on school nights. **Buenas noches**!



Potato omelet

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Name: _____ Date: _____

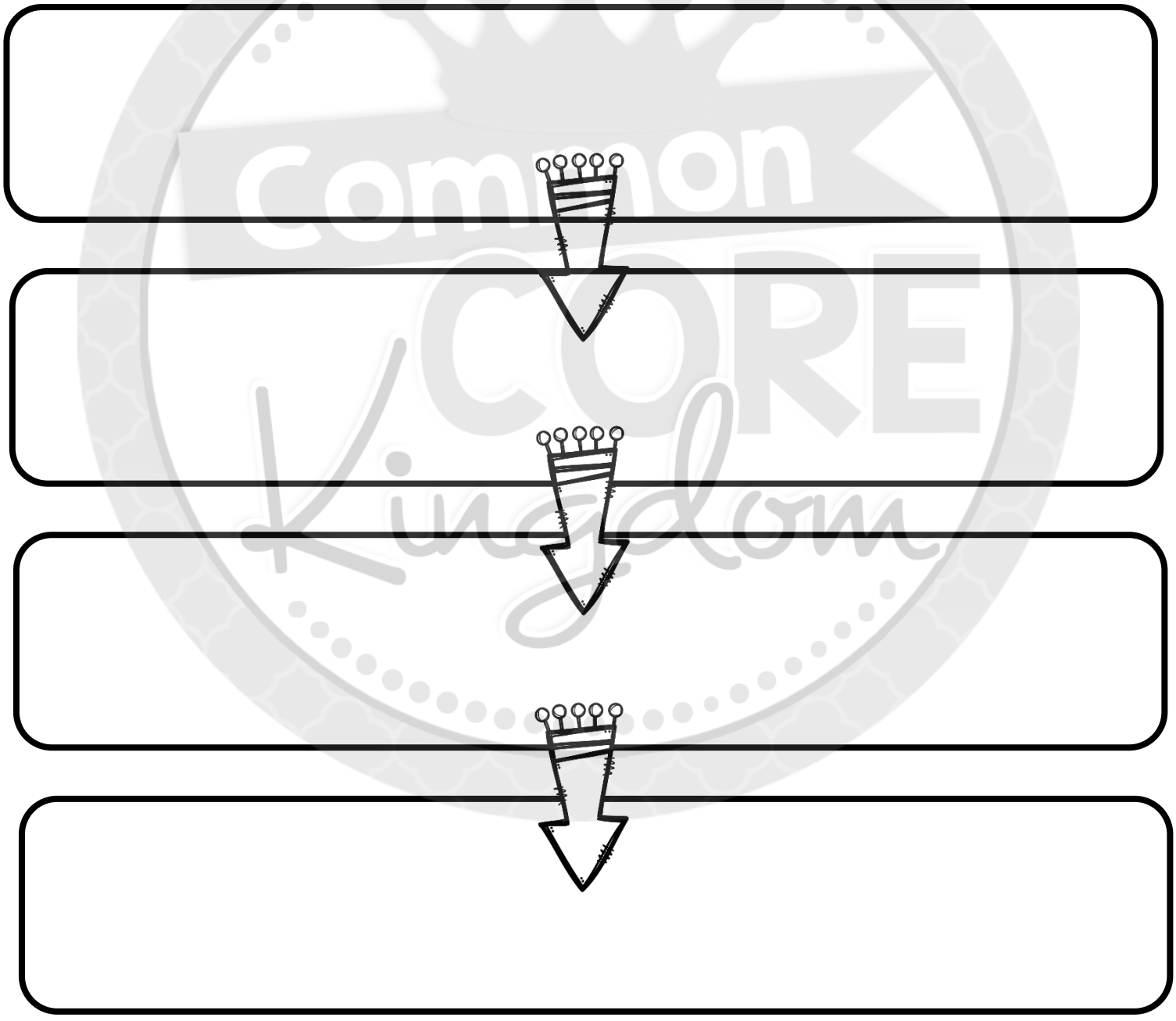
Nonfiction Text Structure

The text structure of this passage is: (circle one)

cause & effect sequential compare & contrast

problem & solution description

Fill out this graphic organizer to help you summarize this text:

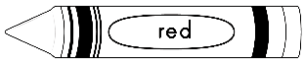


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Text Structure: Sequence A Day in My Life: Spain

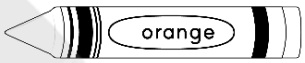
Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is the first thing Esperanza does in the morning?



a. Esperanza eats breakfast.
b. Esperanza goes to school.
c. Esperanza gets ready for school.
d. Esperanza helps her little brother, Carlos.

2. What does Esperanza do right before her teacher begins lessons for the day?



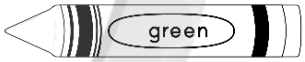
a. Esperanza eats a snack.
b. Esperanza gets dressed.
c. Esperanza learns social studies.
d. Esperanza socializes with her classmates.

3. What does Esperanza do during her lunch break? (Choose all that apply.)



a. Esperanza takes a nap.
b. Esperanza plays with her friends.
c. Esperanza walks home with her brother.
d. Esperanza eats lunch with her whole family.

4. What does Esperanza do right after her lunch break?



a. Esperanza plays soccer.
b. Esperanza returns to school.
c. Esperanza does her homework.
d. Esperanza plays with her friend Andreá.

5. Summarize what Esperanza's evenings look like.



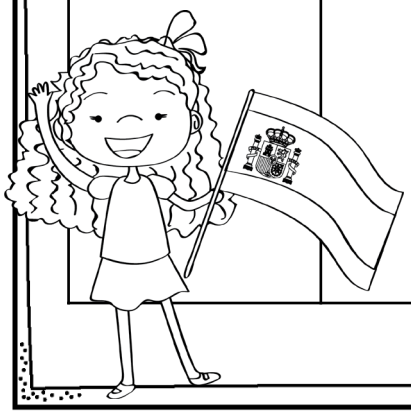
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Name: _____ Date: _____

Compare & Contrast

How is your daily life similar to Esperanza's daily life? How is it different? Complete the graphic organizer to compare and contrast your routines and customs.

	Me	Esperanza	Both
School			
Family			
Food			
Fun			

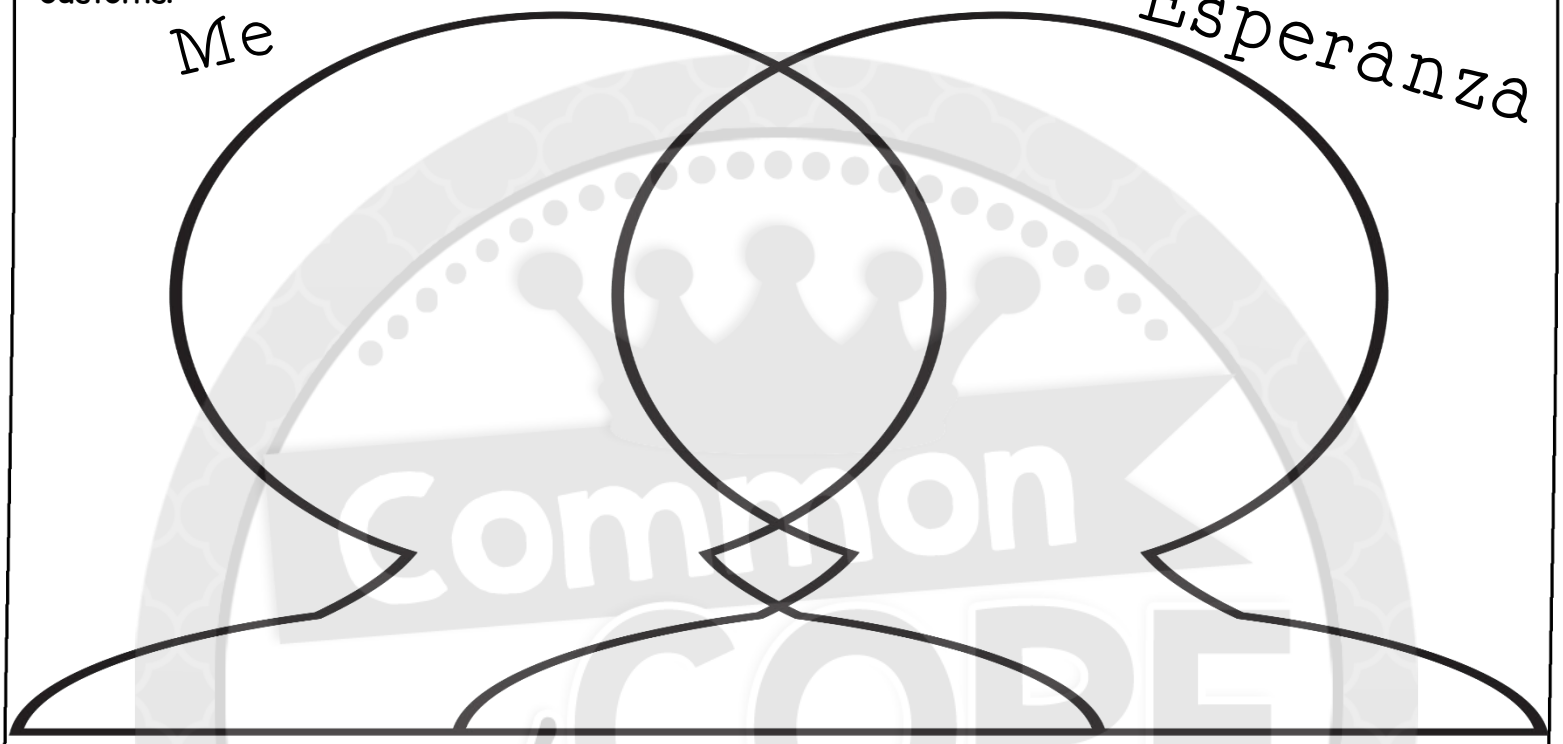


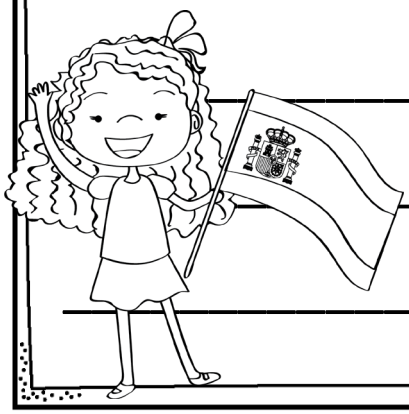
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Name: _____ Date: _____

Compare & Contrast

How is your daily life similar to Esperanza's daily life? How is it different? Complete the graphic organizer, and then write a paragraph comparing and contrasting your routines and customs.

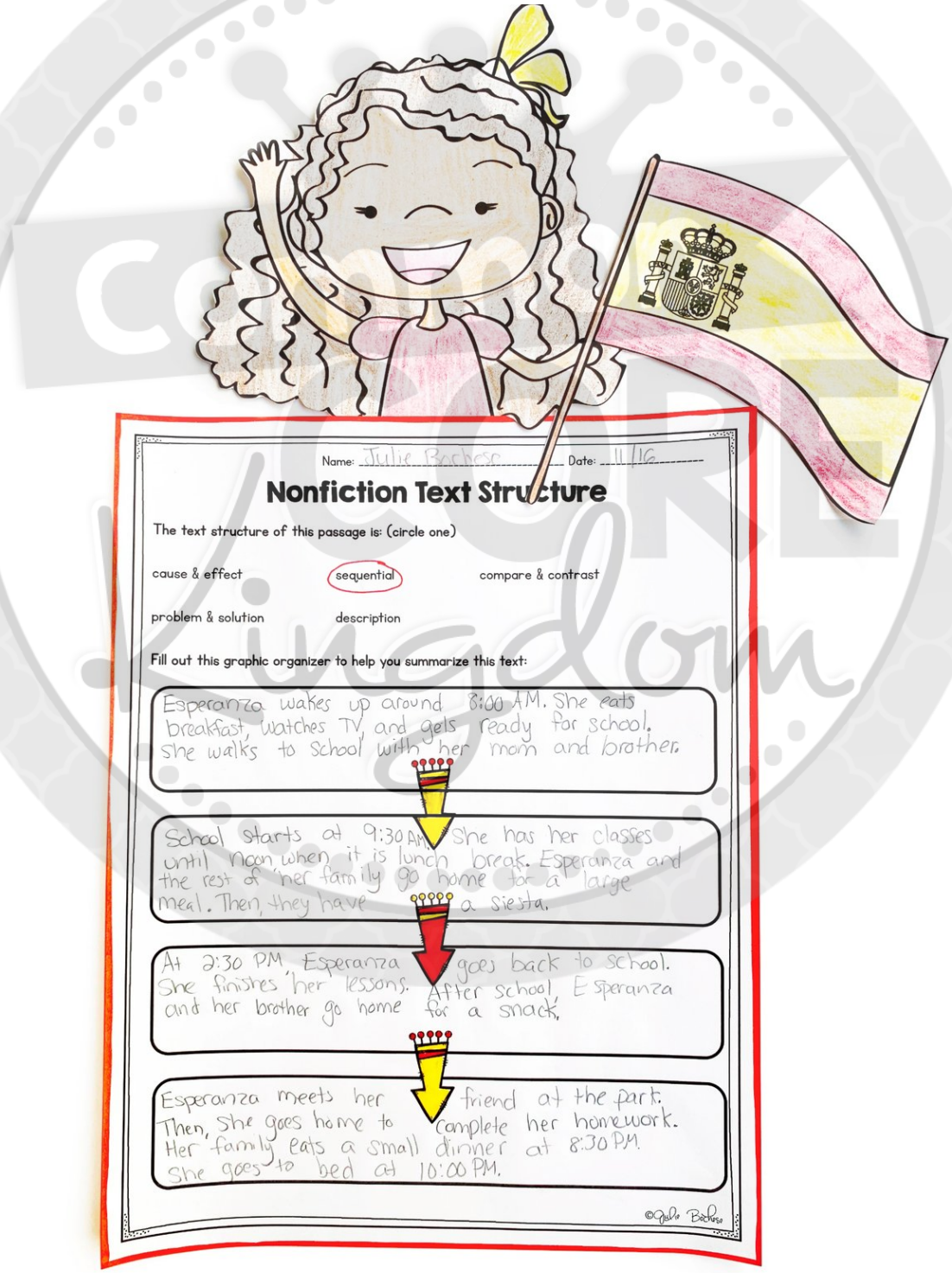


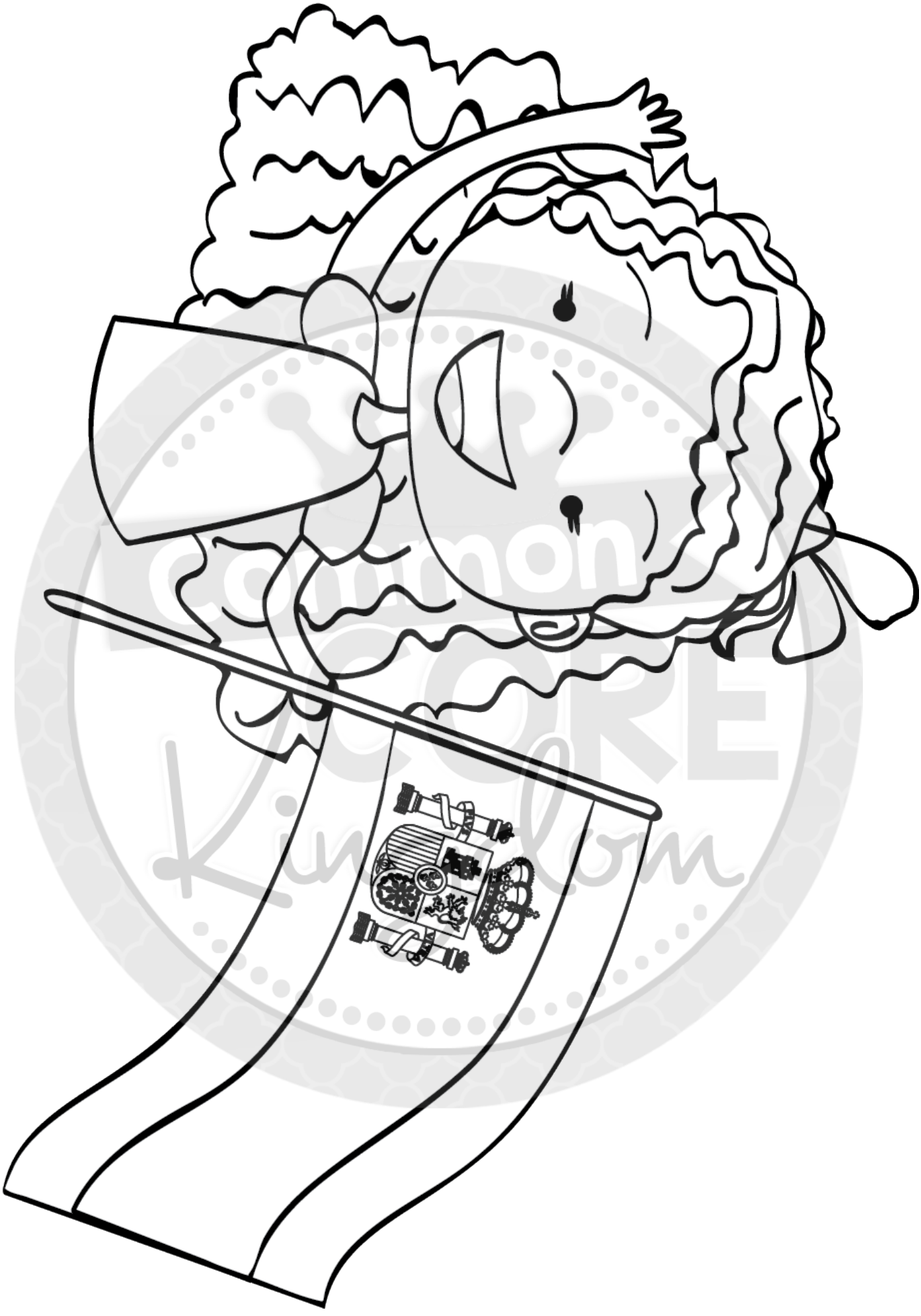


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Craftivity Instructions

1. Have students complete Compare & Contrast Sheet.
2. Print out the topper of Esperanza.
3. Have students color.
4. Tape or glue the topper to the prompt sheet.





Name: _____ Date: _____

Exit Ticket

Why is it important for readers to notice the text structure?

_____

_____

How are texts that are organized in chronological order set up?

_____

_____

_____

Name: _____ Date: _____

Exit Ticket

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Name: _____ Date: _____

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How are texts that are organized in chronological order set up?

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Credits:

Credits

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