Title/Author: *I Love Saturdays y domingos*  by Alma Flor Ada

Suggested Time to Spend: 5 Days (Recommendation: 30 minutes per day)

Common Core Grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.10; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.5, SL.K.6; L.K.1, L.K.2, L.K.4

Lesson Objective:

Students will listen to an illustrated read aloud of *I Love Saturdays y domingos* and use literacy skills (reading, writing, language, listening, and speaking) to demonstrate their understanding of the Big Idea.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Spending time with family is special, and even when family members are from varied backgrounds, they can have many things in common.

Even though her European-American grandparents and her Mexican-American grandparents have different traditions around food and celebrations, they both have many things in common and they both love their young granddaughter very much.

Synopsis

Saturdays and Sundays are very special days for the young girl in this story. The little girl loves those days because she gets to spend them with her grandparents who are fun, loving and kind. On Saturdays, she visits Grandma and Grandpa, who come from a European-American background, and on Sundays--*los domingos*--she visits *Abuelito y Abuelita*, who are Mexican-American. The activities she does with each set of grandparents differ, but she enjoys spending time with both. While the two sets of grandparents are different in many ways, they also have a great deal in common--in particular, their love for their granddaughter.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: You may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  \*Teacher’s Note: Complete Spanish word key is at the end of this lesson. Go over these words with your students as you see fit. When possible, have students determine the meaning of the word on their own, practicing making meaning from the context of the sentence. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  The second reading will start the comparison of the two sets of grandparents. Teacher will make an anchor chart throughout the lesson that should help students compare and contrast.   |  |  | | --- | --- | | Grandpa and Grandma | *Abuelito y Abuelita* | |  |  |   **Read pages 1-3.**  What does the little girl call her “special days?”  Why does she call them her “special days?”  Why does she call Sunday “*domingo*?”  What does the author tell us about each set of grandparents?  \***Teacher Note: Add new facts about each grandparent to the anchor chart.**  How do the girl’s grandparents feel about her? How do you know?  **Read pages 4-5.**  She eats breakfast with Grandma and *Abuelita*. How are the two meals the same?  How are they different?  **\*Add to anchor chart.**  **Read pages 6-7.**  What do we learn about Grandma and *Abuelita*?  **\*Add to anchor chart.**  **Read pages 8-9.**  The author tells us that *Abuelita* keeps chickens. Why does she do this?  **Read pages 10-11.**  What is different about the way the girl sees the circus on Saturday and on *domingo*?  **\*Add to anchor chart.** | Saturdays and Sundays (*domingos*)  The little girl spends Saturdays with her Grandpa and Grandma, her father’s parents.  The little girl spends Sundays with her *Abuelito y Abuelita*, her mother’s parents.  In Spanish, the word for Sunday is *domingo*. She calls the day *domingo* because she spends Sundays with her Mexican-American grandparents, who speak Spanish.  The author tells us that they are both happy to see her when she comes over. Her Grandpa and Grandma hold her hand and say “Hello, sweetheart! and Hello, darling!”. Her *Abuelito y Abuelita* hug her and say, “*Hola, hijita! Hola mi corazon*!”  The illustration shows them hugging her and the text says they called her “sweetheart” and “*mi corazon*.” This shows that both sets of grandparents love their granddaughter.  She has eggs at both places, but they are cooked differently.  Grandma makes scrambled eggs and pancakes and *Abuelita* makes *huevos rancheros*. She also has milk at Grandma’s and papaya juice at *Abuelita’s*.  They both have pets: Grandma has a cat named Taffy and *Abuelita* has a dog named *Canelo*.  According to the text, *Abuelita* keeps chickens because she loves animals and she used to live on a farm when she was little.  On Saturday she watches a movie about the circus with Grandpa and Grandma, and on *domingo* her *Abuelito y Abuelita* take her to the real circus. |
| THIRD READING:  The third reading will continue focusing on the differences between the two sets of grandparents. The teacher will continue to fill out the anchor chart during the third reading.  **Read pages 12-13.**  Both grandpas like fish. According to the text, what is different about the way the grandfathers like to watch fish?  **\*Add to anchor chart**  **Read pages 14-15.**  How are the surprises from Grandpa and *Abuelito* similar?  How are they different?  **\*Add to anchor chart**  Why do you think the little girl does different things with each set of grandparents?  \*Activity: Think Pair Share: Have students share in groups of 2-3, then have a few students share with the whole group.  **Read pages 16-17.**  What do you notice about the families of both grandpas?  Where did the *Abuelito* and Grandpa’s families emigrate from?  How did both grandfathers help their families?  **\*Add to anchor chart**  **Pages 18-19.**  Why are the two grandmothers proud of their ancestors, or family that lived before them?  \***Add to anchor chart**  **Read pages 20-21.**  How do Grandma and Grandpa make the girl’s birthday special?  **\*Add to anchor chart**.  **Read pages 22-23.**  How do *Abuelito* and *Abuelita* make the granddaughter’s birthday special?  What special surprise did the two grandmas work together on for the girl’s birthday?  **\*Add to anchor chart**. | Grandpa likes to watch his fish at home in his aquarium. *Abuelito* likes to walk down to the seashore and watch fish from the pier.  Both are things that are connected to a string and fly in the sky/float on air.  Grandpa surprises her with a bouquet of balloons. *Abuelito* surprises her with a kite he made.  The little girl does different things with each set of grandparents because the grandparents like different things.  They both moved/immigrated to the United States.  Grandpa’s family “came to America in a big ship from Europe.” *Abuelito* grew up “on a rancho in Mexico.”  Grandpa tells us, “When he was a young boy, he delivered papers early in the morning, before school, to help his family,” and *Abuelito* says he worked on a *rancho* in Mexico and when he was only 12 years old, he was left in charge of his family when his father went to Texas looking for work.  Grandma’s grandmother was “born on the trail” when her parents came to California on a covered wagon. “Later she became a teacher.” *Abuelita’s* family are Native Americans and she is “very proud of her Indian blood because the Indians really know how to love the land.”  Grandpa and Grandma buy her a new doll and Grandma makes her a dress in her favorite color, blue.  *Abuelito* makes her a dollhouse and *Abuelita* makes her a party dress exactly like her new doll dress.  *Abuelita* made a dress for the girl that matched the dress Grandma made for her new doll. |
| FOURTH AND BEYOND:  The last reading will focus on the similarities between the sets of grandparents, despite all their differences. This will prepare the students for the final culminating task.  **Read pages 24-27.**  Why does the little girl call the day, “a wonderful day, *un día* *maravilloso*?”  **Read page 28.**  What is special about the traditional Mexican song, “*Las mañanitas*?”  Look at the illustration on page 27. What do you notice about the two sets of grandparents?  What is the author trying to teach us in this story?  Activity: Think Pair Share: Have students share in groups of 2-3, then have a few students share with the whole group.  **Activity**:  How were the two sets of grandparents alike? How were they different?  Now that the students have thought about all the ways the two sets of grandparents are different, the students will be asked to identify some of the ways they are similar, despite their differences.  Put students in groups of 2-3. Give each group a Venn diagram and two pages from the text (any two consecutive pages 2-19). Each group will be asked to compare and contrast the two sets of grandparents from the pages of text they’ve been given. Each group will complete their Venn Diagram using the text given to them. After completing their diagrams, students will take a gallery walk around the room to look at the other groups’ writing. | It was her birthday. She had a birthday party and her friends and both sets of grandparents came to the party.  It is sung at birthdays.  They are all standing together and Grandma and *Abuelita* are hugging.  The author is trying to show us that people from different backgrounds can be alike in many ways. You can get along with and appreciate people who have different backgrounds than you and people who do things differently than you. |

FINAL DAY WITH THE BOOK - Culminating Task

* In the text the author tells about the different activities the little girl does with her two sets of grandparents. Even though these families are from different cultural backgrounds, they enjoy many of the same things. Use evidence from the text to write about two or more things the grandparents have in common. Students may use pictures or words to describe two things the grandparents had in common.
* Sample answer: Even though they do a lot of things different from each other, they enjoy some of the same things. Both grandparents love her very much. The pictures show both grandparents hugging the little girl and calling her “sweetheart” and “mi corazon.” Both families also have pets. Abuelita has a dog named Canelo and grandma has a tabby cat named Taffy. Abuelita also keeps chickens. Her grandparents may be from different places, but they enjoy some of the same things.

Español:

* En el texto, la autora nos cuenta las diferentes actividades que la niña hace con sus dos abuelos. A pesar de esta familias tienen diferentes orígenes culturales, disfrutan de muchas de las mismas cosas. Usa evidencia del texto para escribir sobre dos o más cosas que los abuelos tienen en común.
* Ejemplo: A pesar de que hacen muchas cosas diferentes entre sí, disfrutan de algunas de las mismas cosas. Ambos abuelos la quieren mucho. Las ilustraciones muestran a los dos abuelos abranzando a la niña y llamándola “cariño” y “mi corazon.” Las familias también tienen mascotas. Abuelita tiene un perro llamado Canelo y la abuela tiene un gato llamado Taffy. Abuelita también guarda gallinas. Sus abuelos son de diferentes lugares, pero disfrutan de algunas de las mismas cosas.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 1 – *domingo* – Sunday  Page 3 – *Abuelito/a* – Grandpa/ma  Page 4 – spongy – soft, like a sponge  Page 8 – collection – a group of things  Page 9 – hatched – to come out of the egg  Page 10 – circus – a group of entertainers who travel and perform  Page 10 – VCR – a videocassette recorder, a way to watch movies in the past  Page 12 – aquarium – fish tank  Page 13 – pier – dock  Page 18 – covered wagon – a wagon carried by a horse or mule.  Page 19 – *orgullo* – pride | P  age 4 – serve – to set out  Page 18 – proud – to feel pleased because of an accomplishment |

Fun Extension Activities for this Book and Other Useful Resources

* Math connection: Fold a sheet of paper into 8 sections, write both the English and Spanish words for the numbers 1-8. Students can place stickers or draw pictures in each box to show the value of the number.
* Compare and Contrast: Have students compare and contrast extended members of their family. They could do this as a research project for homework and ask parents questions about their grandparents.
* Make *huevos rancheros:* <https://www.thekidscookmonday.org/recipe-items/baked-huevos-rancheros/> This website has a very kid-friendly recipe to make *huevos rancheros*.

Note to Teacher No special preparation is needed for this lesson.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

\_510L\_\_

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Implicit meaning of the main lesson

Integration and appreciation of other cultures

Importance of family

People from different backgrounds still can have things in common.

Conventional Structure

Events related in a way that develops the similarities and differences between the two sets of grandparents

Dual language text (Spanish and English)

Contemporary, familiar to each culture

Text draws on knowledge of both Hispanic and traditional American cultures and customs and roles of the extended families. Historical/cultural connections are referenced but not detailed (examples: “born on the trail” “Indians know how to love the land)”.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

If there is not prior familiarization with the Spanish language, there could be difficulties in students grasping the context of the content.

How will this text help my students build knowledge about the world?

This text will help students familiarize themselves with the familial customs and traditions of both Hispanic and American culture. This text will allow students to reflect on diversity as a positive thing, rather than a negative thing. They will begin to see their classmates for the commonalities they have, rather than just the differences.

1. **Grade level**

What grade does this book best belong in? First Grade