



## Lesson Plan and Activities Written in accordance with the CCSS and TEKS



### Celebra el Mardi Gras con Joaquín, arlequín

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#### COMPLEXITY

F&P Guided Reading Level G / Lexile Level 480L

**INSTRUCTIONAL SHIFT:**  
Staircase of Complexity

#### TEXT TYPE

Literary: Realistic Fiction  
Informational: Social Studies

**INSTRUCTIONAL SHIFT:**  
Balancing Informational and Literary Text

#### OBJECTIVES

- ➔ Describe characters, settings, and major events in a story, including key details.
- ➔ Distinguish between story and informational text structure.
- ➔ Identify who is telling the story.
- ➔ Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ➔ Distinguish between information provided by pictures or illustrations and information provided by the words.
- ➔ Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- ➔ Recall information from experiences or gather information from provided resources to answer a question.
- ➔ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- ➔ Produce complete sentences.
- ➔ Recognize the distinguishing features of a sentence.
- ➔ Orally produce single-syllable words by blending sounds.
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.



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## MATERIALS

- ➔ writing paper, pencils, construction paper, and crayons
- ➔ flash cards, notecards, and sentence strips
- ➔ beads and string
- ➔ art supplies for masks, hats, and costumes
- ➔ *Diagrama de Venn* (Graphic Organizer #6)\*

## SUMMARY

Joaquín is dressed up like a harlequin clown for the Mardi Gras celebration. When he disappears into the large crowd, his family looks for him and finds that there are other of parents looking for their children dressed like harlequin clowns! Finally, all the families eat and celebrate Mardi Gras together. In the second half of this book, readers learn interesting facts about this important celebration.

## STANDARDS

**CCSS** RL 1.3, RL 1.4, RL 1.5, RL 1.6, RL 1.7, RL 1.10, RI 1.1, RI 1.3, RI 1.5, RI 1.6, RI 1.10, RF 1.1.a, RF 1.2.b, RF 1.3.a, RF 1.4, W 1.3, W 1.5, W 1.7, W 1.8, SL 1.1, SL 1.2, SL 1.3, SL 1.4, SL 1.6, SL 1.6, L 1.1, L 1.6

**SLAR TEKS** 1.1.F, 1.4.A, 1.4.B, 1.4.C, 1.5.A, 1.9.A, 1.9.B, 1.14.C, 1.16.A, 1.17.A, 1.17.C, 1.19.C, 1.20.A.ii, 1.22.F, 1.22.I, 1.28.A, 1.29.A

**NCSS** I. Culture; II. Time, Continuity, and Change; III. People, Places, and Environments

## VOCABULARY

**INSTRUCTIONAL SHIFT:**  
Academic Vocabulary

**alegría** – *sentimiento de gusto o placer*  
/ joy

**caramelos** – *dulces; golosinas* / candy; sweets

**collares** – *objetos que se llevan como adornos*  
*alrededor del cuello* / necklaces

**de mentira** – *que no es de verdad* / fake

**estado** – *cada uno de los territorios que forman*  
*los Estados Unidos* / state

**morado** – *de color violeta oscuro* / purple

**ocurrido (ocurrirse)** – *venir de repente una*  
*idea a la mente de alguien* / to occur to, to  
come up with an idea

**se reúne (reunirse)** – *juntarse, agruparse* / to  
get together

**vestidos (vestir)** – *poner o ponerse ropa* / to  
dress up

## Advanced Vocabulary

**arlequín** – *personaje cómico que actúa con*  
*una máscara y un traje de rombos de distintos*  
*colores* / harlequin

**bailarines** – *personas que bailan* / dancers

**carnaval** – *fiesta popular que se celebra con*  
*disfraces, bailes y desfiles* / carnival

**carroza** – *vehículo adornado que desfila por las*  
*calles en algunas fiestas* / parade float

**desfila (desfilarse)** – *ir en fila un grupo de*  
*personas* / to parade

**disfraz** – *vestido que una persona se pone para*  
*parecer un personaje famoso, un animal o una*  
*cosa* / costume

**extraviado (extraviarse)** – *perder o perderse*  
/ lost; missing

**músicos** – *personas que se dedican a la música,*  
*tocando un instrumento* / musicians

**trozo** – *pedazo* / piece; bit

\* To download the Spanish Graphic Organizers in this lesson go to: [commoncore.santillanausa.com/spanishliteracy](http://commoncore.santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of a word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *definición, oración, personajes*) and instruction words, such as *une, escoge, cierto o falso*.
- Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Have them compare and contrast their definitions with the class.
- Play a game of “Hot Potato.” Have students sit in a circle and give one student a ball or other plush item. Read a definition of a word to the first student with the ball. That student has to give the correct word to match the definition and then pass the ball to the next student. If a student does not know the word, they are out until the next round. If students all answer correctly, have them try to repeat the game as fast as they can.
- Write each of the vocabulary words on a note card. Find the sentences where the words are used in the text and write them on sentence strips, leaving a blank where the word would fit. Give pairs of students a sentence strip and put the word cards on the board. Have pairs work together to read the sentences, run to the board, and find the word that correctly fits in their sentence. Then, have pairs read the completed sentence to the class to check for accuracy.
- Play a game of Jeopardy!<sup>TM</sup>. Write the definitions on notecards and place them on a game board in columns with varying point values. Divide the class into teams and have them compete to provide the vocabulary word that matches each definition. Students must answer in the form of a question to receive points. The team with the most points wins.

## READING

### FOUNDATIONAL READING SKILLS

- ▶ Choose a sentence from the story and write it on the board, leaving off the punctuation. Read the sentence with students and have them determine what type of sentence it is (declarative, interrogative, imperative, or exclamatory). Then have a volunteer come to the board and add the correct punctuation. Have students re-read the sentence correctly with the punctuation. Repeat with other sentences.
- ▶ Write a single-syllable word on the board, such as *el*, *la*, *tú*, or *yo*. Have students identify the consonants and vowels in the word. Next, have students sound out each letter individually, and then blend them together to read the word. Repeat with other single-syllable words from the story.
- ▶ Choose a word from the story that contains a digraph, such as *pl*, *tr*, *pr*, *cr*, etc. Say the word and have students try to spell it. Write their answer on the board. Then write the word on the board correctly and sound it out with students. Have students compare their answer with the correct spelling. Circle the digraph and have students identify and pronounce each letter in the digraph. Compare to see if students spelled the digraph correctly in their answer. Repeat with other digraph words.

### PRE-READING

- ▶ Show students the cover and the title page of the book. Have them identify the title, authors, and illustrator. Point out the boy dressed like a harlequin. Ask: *¿Por qué el niño está vestido así? ¿Qué creen que va a hacer en el cuento?* (Why is the boy dressed like that? What do you think he's going to do in the story?) Record students' responses to refer to in the post-reading activities.
- ▶ Conduct a picture walk through the book. Explain that images help provide a visual to explain the text further and help determine the meaning of any unknown words. Have students identify any objects in the photographs.
- ▶ Ask students if they have ever seen or participated in a parade or carnival. Have them tell what they know about parades and carnivals. Draw a word web on the board and record student responses, while categorizing the words into groups, such as *personas*, *música*, *disfraces*, and *emociones*.

### READING

- ▶ Ask students: *¿Qué tipo de libro es este? ¿Presenta un cuento o información? ¿Puedes ver los mismos personajes en todo el libro? ¿Tiene muchas imágenes o pocas?* (What kind of book is this? Does it tell a story or give information? Do you see the same characters throughout the book? Does it have a lot of images or few?) Elicit that the book starts as a realistic fictional text but then shifts to an informational text, because it provides information about Mardi Gras.
- ▶ Read the story aloud to students. Then conduct a “popcorn reading” until the entire story has been read.
- ▶ Read pages 2–3 with students. Have them look at the illustration and discuss the setting (*ambiente*). Ask students how knowing the setting may help them with comprehension. Have students comment as to what they see in the picture and how it may relate to their own neighborhoods.

**INSTRUCTIONAL SHIFT:**  
Text-based Answers



- ▶ Read page 4 with students. Have them identify the words imitating sounds. Explain that this type of words is called *onomatopeya* (onomatopoeia). Have students identify the instruments in the text and illustrations that they believe makes each of those sounds.
- ▶ Read page 14 with students. Point out the question asked in the text: *¿En qué trozo estará el muñequito de la suerte?* (In which piece will the lucky charm be?) Research with students the tradition of hiding a small token of good luck in a cake on Mardi Gras. Then ask students why they think the author continued to repeat the colors *verde, oro y morado* (green, gold, and purple) throughout the story. Elicit that these are colors that are often used during Mardi Gras. Conduct some research with students to find out the history and meaning of these colors. Have students identify those colors in the illustrations throughout the book.
- ▶ Read pages 26–29 with students. Have students look at the different costumes that people are wearing. Then ask: *¿Por qué se disfrazan las personas? ¿Por qué dice Joaquín que te vas a divertir aunque no te disfraces?* (Why do you think the people dress up? Why does Joaquín say that you will still have fun even if you don't disguise yourself?) Have students discuss what they would dress up as if they attended a Mardi Gras celebration and why.

## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and then have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Qué tiran las personas desde las carrozas?* (What do the people throw from the parade floats?) *¿Qué instrumentos se tocan en el desfile?* (What kinds of instruments are played in the parade?)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué había confusión en la estación de policía?* (Why was there confusion at the police station?) *Explica con tus propias palabras qué es Mardi Gras.* (Explain in your own words what Mardi Gras is.)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit couplets, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *Mira la página 13. ¿Qué puedes inferir sobre las personas que celebran Mardi Gras?* (Look at page 13. What can you infer about the people who celebrate Mardi Gras?) *¿Por qué dicen las autoras que lo más divertido del carnaval es disfrazarse?* (Why do the authors say that the most fun part of the celebration is wearing a costume?)

## POST-READING

- ▶ Have students revisit their predictions about the story from the pre-reading activities. Have students analyze the type of character Joaquín was in the story and what he did, and compare that to the predictions they made. ✓
- ▶ Discuss with students the authors' purpose for writing the book with this particular story structure (combination of realistic fiction and informational) and the relationship between the text and images. Ask: *¿Por qué las autoras escribieron este libro? ¿Les ayudaron las imágenes a entender mejor el texto? ¿Por qué sí o por qué no?* (Why did the authors write this book? Did the images help you to understand the text better? Why or why not?) ✓
- ▶ Divide the class into small groups. Assign each group a page or two from the fictional story to summarize. Then have groups write and illustrate their summaries. Post all summaries on the board in random order and have students work together to place the events in sequential order. Then have students present an entire summary of the text using sequential words, such as *primero, luego, entonces, finalmente*.

### ▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

#### INSTRUCTIONAL SHIFT:

Building Knowledge in the Disciplines

- ▶ Have students research how Mardi Gras is similar to other celebrations around the world, such as *el carnaval* in Latin American countries and Halloween in the United States. Distribute Venn diagrams (Graphic Organizer #6) and have students compare and contrast the celebrations. Then have students write a short summary based on the information in the diagram and present their information to the class, using drawings or images to support their writing.
- ▶ Have students research more about France and French culture, including the use of harlequin clowns and Mardi Gras celebrations. Allow students to create their own books with images or drawings and labels of the information they find. Students can also include words borrowed from French, or French cultural influences on the culture of the United States. These might include holidays, clothing, sayings, and city and state names with French roots.
- ▶ Have students use various art supplies and construction paper to make their own masks and beaded necklaces for Mardi Gras. Hold a mock celebration in the classroom where students can parade around the room while summarizing the information they learned from the book. ✓

### ▶ WRITING

#### INSTRUCTIONAL SHIFT:

Writing from Sources

Have students write a story about being at a Mardi Gras celebration. Students should draw a picture to accompany their writing. Have them underline key words in their writing and then include labels in their picture using those words to identify different people, objects, or actions that are present at a Mardi Gras celebration. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



#### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

### A Une.

1. caramelos

a.



2. collares

b.



3. carroza

c.



4. disfraz

d.



### B Escoge la palabra correcta.

1. Algo que no es real es (de mentira / ocurrido).

2. Mucha gente (desfila / se reúne) para ver el carnaval.

3. Un (arlequín / trozo) lleva puesta una máscara.

4. Es una (carroza / alegría) desfilando en el carnaval.



Nombre \_\_\_\_\_

## Comprensión lectora

### A ¿Cierto o Falso?

1. Muchas personas se disfrazan en Mardi Gras.

Cierto       Falso

2. Joaquín era uno de los niños extraviados.

Cierto       Falso

3. Joaquín fue el único arlequín en el carnaval.

Cierto       Falso

4. La familia encontró a Joaquín en la panadería.

Cierto       Falso

### B Dibújate disfrazado(a) de arlequín. Escribe sobre tu dibujo.

Answers will vary.

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