



Lesson Plan and Activities

Written in accordance with the
Language Arts, Social Studies,
and Science Standards

Escenario de Polichinela

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COMPLEXITY

F&P Guided Reading Level M / Lexile Level N/A (Play)

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Drama

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Retell stories, including key details, and demonstrating understanding of their central message or lesson.
- ➔ Describe characters, settings, and major events in a story, using key details.
- ➔ Analyze the structure of texts and how specific portions relate to each other and the whole.
- ➔ Identify who is telling the story at various points in the text.
- ➔ Read and comprehend complex literary texts independently and proficiently.
- ➔ Read with sufficient accuracy and fluency to support comprehension.
- ➔ Write opinion pieces that supply a reason for the opinion.
- ➔ Write narratives using effective technique, well-chosen details, and well-structured event sequences.
- ➔ Demonstrate command of Spanish grammar conventions and usage when writing or speaking.
- ➔ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons, construction paper
- flash cards, notecards, and sentence strips
- materials for play costumes, scenery, and props
- copy of the folktale *La gallinita roja* (The Little Red Hen)

SUMMARY

Escenario de Polichinela is a collection of short plays that are part of a large series called *Puertas al sol*. The plays in *Escenario de Polichinela* include retellings of an Aesop's fable and a well-known folktale.

STANDARDS

SLAR CCSS RL 1.1, RL 1.2, RL 1.3, RL 1.4, RL 1.5, RL 1.6, RL 1.7, RL 1.9, RL 1.10, RF 1.1, RF 1.2.a, RF 1.2.f, RF 1.3.a, RF 1.4, W 1.1, W 1.3, SL 1.1, SL 1.2, SL 1.4, SL 1.6, L 1.1, L 1.2, L 1.6

SLAR TEKS 1.1.E, 1.1.F, 1.3.C, 1.4.B, 1.4.C, 1.5.A, 1.6.A, 1.6.C, 1.9.A, 1.9.B, 1.10.A, 1.11.A, 1.16.A, 1.18.A, 1.22.D.v, 1.26.A, 1.27.A, 1.28.A, 1.29.A

NCSS I. Culture; IV. Individual Development and Identity

Social Studies TEKS 1.15.A, 1.26.A, 1.28.A, 1.29.A

Theater TEKS 1.1.A–D, 1.2.A–D, 1.4.A, 1.4.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

deprisa – *con rapidez* / rapidly

desmayados(as) – *decaídos, débiles* / faint; weak

desorientada(o) – *confundida* / disoriented

envuelto (envolver) – *cubrir algo con papel o tela* / to wrap

manotazos – *golpes que se dan con la mano abierta* / slaps

mazorcas – *parte de la planta de maíz donde vienen los granos* / corn cobs

nos enteráramos (enterarse) – *darse cuenta una persona de lo que pasa a su alrededor* / to notice; to realize

riquísimas(os) – *que tienen muy buen sabor* / very delicious

zumbido – *ruido continuo que hacen los insectos* / buzzing

Advanced Vocabulary

adolescentes – *personas de 13 a 18 años* / adolescents; teenagers

apresuradamente – *rápidamente* / hastily

arrogancia – *actitud de alguien que se siente superior a los demás* / arrogance

de puntillas – *(caminar) en los dedos de los pies* / tiptoe

escenario – *parte de un teatro donde los artistas actúan ante el público* / stage

injusticias – *actos injustos* / injustices

maduras(os) – *lo que se dice de las frutas que están en buen momento para comerse* / ripe

sembrar – *esparcir las semillas* / to sow; to plant seeds

telón – *cortina grande que cubre el escenario de un teatro, y que se puede subir y bajar* / curtain (theater)

* To download the Spanish Graphic Organizers in this lesson go to: 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., *verbos*, *sustantivos*, *adjetivos*, *adverbios*) and instruction words, such as *completa*, *contesta*, *encierra*.
- Play a game of Hangman with the vocabulary words. Choose a word and write lines for each of the letters. Have students guess letters until the word is spelled, or until every part of the hangman is drawn due to missed letters. You may wish to give definition clues to help students solve the words as needed.
- Write each vocabulary word and definition on sentence strips. Leave some space between letters of the vocabulary word. Cut up the word and distribute the pieces to pairs of students. Post the definition strips on the board. Have students rearrange the letters to form the word. Then have students match the word with the definition. Rotate word pieces around to different pairs.
- Review the parts of speech with students—*verbos*, *sustantivos*, *adjetivos*, *adverbios*. Create a four-column chart on the board. Write the vocabulary words on notecards, then have students volunteer to choose a word and place it in the correct column. Repeat with the remaining words. Then have students use each of the words in a sentence orally or written.
- Play a game of Pyramid. Pair up students. Give one of the students a vocabulary word that his/her partner cannot see. The student with the word gives clues to the definition to his/her partner, one word at a time. The partner has ten seconds to guess what the word is. Switch roles with another word. The pair that can guess all the words in the shortest amount of time wins.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a vocabulary word from the list, leaving out the vowels. Say the word with students and have them identify which vowel(s) are needed to complete the word. As they guess the vowels correctly, write the vowels in their proper places in the word. Read the word with students. Repeat with other words.
- ▶ Write the word *escenario* on the board. Say the word with students and have them determine where the word should be divided into syllables. Circle the *-io* and have students pronounce each of the vowels in the diphthong. Write other words that also contain the diphthong *-io* and have students practice sounding out and spelling the words.
- ▶ Write the word *polichinela* on the board. Circle the letters *ch* and have students practice saying the /ch/ sound. Have students look through the text for other words that contain the diagraph *ch*. Make a list on the board of the words that students found and have the class read and spell each one (e.g., *hecho*, *noche*, *muchos*, *Cheta*).

PRE-READING

- ▶ Ask students: *¿Qué es una obra de teatro?* (What is a [theater] play?) Elicit that a play has characters and a plot. However, the text contains dialogue that the characters speak, and acting and scene direction. In addition, a play is acted out with actors in costume on a stage. Discuss the different types of plays. Have students discuss any experiences of seeing a play. Allow them to tell what type of play they saw, what the costumes and scenery looked like, and if they enjoyed the experience.
- ▶ Explain that *Escenario de Polichinela* is a collection of plays rather than a complete story or informational text on a given topic. Have students compare the book with other texts they have read. Ask students to tell the similarities and differences between them. For example, all the books may have one author and colorful images or illustrations, but *Escenario* contains plays from different authors' and illustrators' works.

READING

- ▶ Read the poem "*¡Arriba el telón!*" ("Raise the Curtain!") on page 5. Ask students what they think the title means. Elicit that when the curtain rises on a stage, that indicates the play is about to begin. As you read each stanza of the poem, ask students to explain what the author is talking about and how that text relates to a play.
- ▶ For each play, have students identify and describe the title, the characters, and the setting. Also have them compare the way the dialogue is presented in the plays versus other narrative texts they have read. Explain what *Actos* and *Escenas* are (Acts and Scenes) and how they help organize the play. Point out the text that would be read by a narrator, as well as stage directions written in parentheses. Have students try to explain how each part is important to the success of a play.
- ▶ Read each play as students listen. Pause at various points to ask comprehension questions and evaluate student understanding. Then break the class into small groups and have volunteers choose a character to portray, and read those parts. Be sure to monitor fluency and correct as needed.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Have students look at the *Índice* (Table of Contents). Ask them what information it gives. Elicit that a table of contents tells readers where they can find specific information in a book. Discuss the various features of this table of contents, including the authors' names, play titles, and page numbers. Ask students questions to elicit them looking for specific information in the table of contents.
- ▶ As you read the plays, point out sensory words and words that elicit emotions, such as *preocupada*, *divertida*, *maduro*, *riquísimas*, etc. Write the sentences that contain the words on the board and underline the words. Have students determine the meaning of the words using prior knowledge and context clues. Discuss with students why an author would use such words and how these words enhance a story.
- ▶ Read "*Gallinita Dorada*" with students. Ask students what story this play reminds them of. Elicit *La gallinita roja* (The Little Red Hen). Tell students that both stories are based on an old folktale, which is a story usually passed down the generations or spread by word of mouth. Read *La gallinita roja* with students. Have them compare and contrast the characters, the plot, and the formats. Ask students which version they like better, using examples from the texts to support their opinions. You may want to do the same activity with the play "*La bicicleta de Cheta*" and Aesop's fable *La liebre y la tortuga* (The Hare and the Tortoise).

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students chorally repeat 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: En "*Regalos de Navidad*", ¿qué hay debajo del árbol? (In the play "*Regalos de Navidad*," what is under the tree?) En "*La bicicleta de Cheta*", ¿qué evento está preparando Pepín? (In "*La bicicleta de Cheta*," what event is Pepín organizing?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: En "*Gallinita Dorada*", ¿por qué la gallinita está feliz por el granito de maíz? (In "*Gallinita Dorada*," why is the hen happy about the corn kernel?) En "*Regalos de Navidad*", ¿cómo se siente Marta cuando ve los regalos para sus primos? (In "*Regalos de Navidad*," how does Marta feel when she sees the gifts for her cousins?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: En "*Regalos de Navidad*", ¿por qué los niños dijeron que los primos eran el mejor regalo? (In "*Regalos de Navidad*," why did the children say that the cousins were the best gift?) ¿En qué se parecen todas las obras del libro? ¿En qué se diferencian? (How are all the plays in the book alike? How are they different?)

POST-READING

- ▶ Have students compare and contrast two of the plays from the book. Have them analyze the writing styles and the topics, as well as the words that were used. Ask them to think about why the author used certain words and not others in the plays. Elicit that some words may have been used to provide more emphasis or description than others.
- ▶ Have students look through the book again and focus on the illustrations. Have students comment on the parts of the plays that the artist chose to illustrate. Ask students their opinions about the illustrations and if they think the illustrations portray the play correctly or if they would have chosen a different image or scene from the play.
- ▶ Have students work in small groups to act out one of the plays in the book. Each student should have a role in the play. Allow students to make masks, props, costumes, and scenery for their play. Then have groups present their plays to the class. Correct pronunciation and fluency as needed. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students research other fables or folk stories from countries around the world. Divide the class up into groups and have them recreate the fable into a play. Be sure groups include a list of characters, the story plot, and the dialogue for the play. Give students the option of illustrating or acting out the play. ✓
- ▶ Have students research ways people celebrate Christmas around the world. Have them compare the information they find with the way the characters celebrated it in “*Regalos de Navidad*.” Then have students research information about other holidays that also involve giving and receiving presents and compare those to the celebration in the story.
- ▶ Have students discuss what to do if a friend asks them for help. Divide the class into groups and have them create a discussion web in which they present their thoughts and opinions about that topic. Remind students that each group member should have a chance to contribute to the web. After completing the web, have students compare their ideas with what the other animals did in “*Gallinita Dorada*.”

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students choose their favorite play from *Escenario de Polichinela* and write a summary. Students should also include their opinion about it, and give supporting details and reasons to justify their opinion. 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 Completa las oraciones.

maduras deprecia escenario
desorientada zumbido

1. El zumbido del mosquito me molesta.
2. Las frutas no están maduras todavía.
3. Vamos deprecia. ¡No hay tiempo!
4. No sé dónde estoy. Me siento desorientada.
5. Los niños bailaban en el escenario.

B Encierra en un círculo la palabra correcta.

1. personas de 13 a 18 años
adolescentes desmayados
2. muy ricas
callados riquísimas
3. esparcir las semillas
envuelto sembrar
4. golpes con la mano abierta
manotazos mazorcas
5. cortina grande
arrogancia telón



Nombre _____

Comprensión lectora

A ¿Sí o No?

1. Los animales ayudaron a la Gallinita Dorada.
☐ Sí ☒ No
2. Cheta fue la campeona de la carrera.
☒ Sí ☐ No
3. Los regalos estaban encima del árbol.
☐ Sí ☒ No
4. El granito que encontró la gallina estaba maduro.
☒ Sí ☐ No
5. En una obra o cuento, los personajes son animales o personas.
☒ Sí ☐ No
6. Una obra empieza cuando baja el telón.
☐ Sí ☒ No

B Contesta.

1. ¿Fue una buena idea que los niños cambiaran las tarjetas de los regalos? ¿Por qué?

Possible answer: No, porque los niños no debían decidir quién iba a recibir cada regalo.

2. ¿Cómo crees que Cheta ganó la carrera de bicicleta?

Possible answer: La carrera era de ida y vuelta, pero Cheta se quedó dormida al comienzo de la ruta y luego solo se regresó desde ese punto.



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2. Las frutas no están _____ todavía.
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