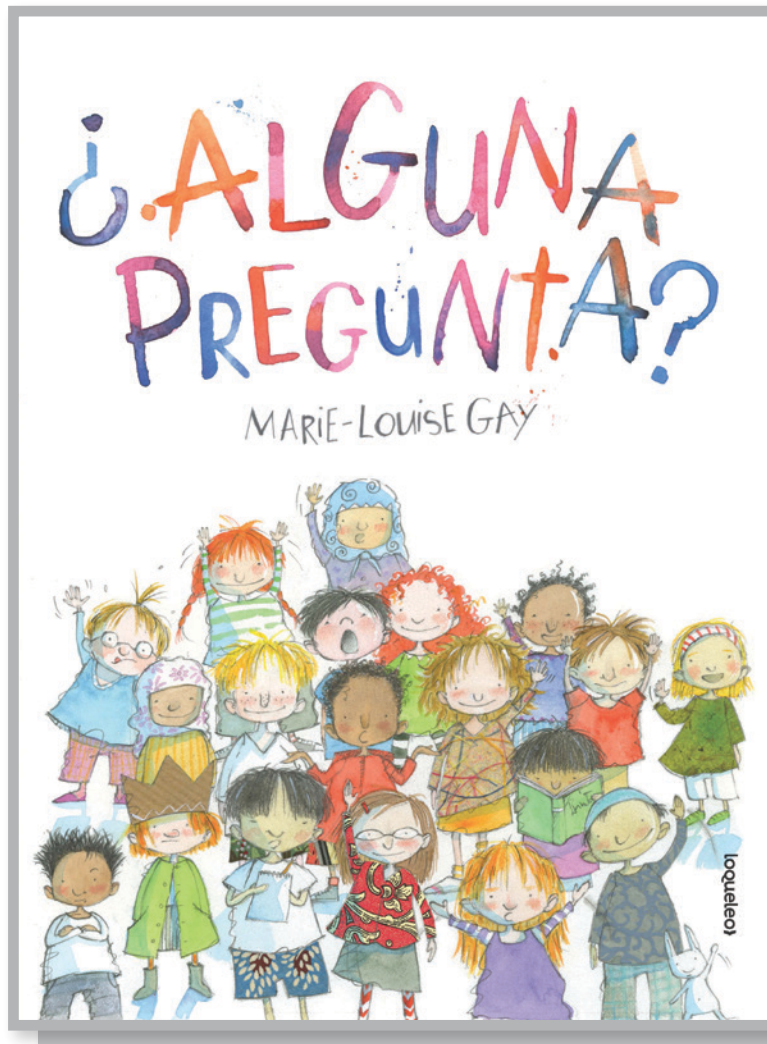


## LESSON PLAN AND ACTIVITIES

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

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Author and illustrator: **MARIE-LOUISE GAY**



**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level N / Lexile Level 450L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Informational Text: Language Arts

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- Set a purpose for reading.
- Use text and graphic features to clarify comprehension.
- Discuss and describe important details.
- Identify fact and opinion.
- Identify word families and use antonyms to understand text.
- Identify and use simile.
- Use context clues to identify the meaning of unfamiliar words.
- Identify and use antonyms to understand text.
- Explore word relationships and use words learned through reading.
- Present information.
- Write an informational paragraph.

## MATERIALS

- flash cards, index cards
- paper of different colors
- pencils, markers, crayons, scissors, and glue
- *Secuencia de sucesos* and *Tabla de dos columnas* (Graphic Organizers #28 and #30)\*
- Computer with internet access

## SUMMARY

Do you want to know where stories come from and how a book is made? This book provides you with some inspiring answers through a fictional encounter between the author and some very curious children who become part of the story and let their imaginations run wild, becoming inspired to create a story of their own within the story.

## STANDARDS

**SLAR CCSS** RL, 2.3, RL 2.5, RL 2.7, RL 2.10, RI 2.3, RI 2.4, RF 2.3, W 2.5, W 2.6, W 2.10, SL 2.3, SL 2.5 L 2.1, L 2.2, L 2.4.B, CCRA.R.4

**SLAR TEKS** 2.2.F, 2.20.A, 2.27.A, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.B

**Social Studies TEKS** 2.19.A, 2.19.B

**NCSS** II. Time, Continuity, and Change; III. People, Places, and Environments; IV. Individuals, Groups, and Institutions

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



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**boceto** – *esquema o proyecto que contiene solamente los rasgos principales de una obra artística o técnica* / sketch

**catarinas** – *insectos pequeños, también llamados mariquitas* / lady bugs

**musgo** – *planta que crece sobre árboles y rocas formando una especie de alfombra* / moss

**naufragio** – *cuando un barco se hunde* / shipwreck

**parvada** – *banda de aves* / flock

**sigilosamente** – *de manera sigilosa, con cuidado de no llamar la atención* / secretly

**tono** – *fuerza o volumen de un sonido* / tone

**vague (vagar)** – *ir sin rumbo fijo* / to wander

**viscosa(o)** – *espesa y pegajosa* / sticky

### Advanced Vocabulary

**abominable** – *muy malo, horrible* / abominable

**caos** – *confusión, desorden* / chaos

**desdichada(o)** – *infeliz, triste* / unhappy

**engulló (engullir)** – *tragar* / to gobble up

**esbeltos(as)** – *de forma o figura alta, alargada y bien proporcionada* / slender

**fronda** – *hojas y ramas de un grupo de árboles o arbustos* / frond

**intensidad** – *cantidad de fuerza o de energía de una acción* / intensity

**masculó (mascullar)** – *hablar entre dientes y en voz baja* / to mumble

**retumbante** – *que tiene un sonido alto* / rumbling

## 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., *antónimo, hecho, opinión*) and instruction words, such as *completa, describe, explica, organiza, presenta*.
- ➔ Ask students to explain in their own words what each word means. Encourage them to use word and context clues, and pictures as they come up with their own definitions.
- ➔ Point out the word *sigilosamente* in the vocabulary list, and the word *sigilosa* in the definition. Ask students what they notice about these two words. Elicit that they belong to the same word family. Then have students come up with related words for *tormenta* and *amarillo*. Answers include *tormentoso* and *amarillento*.
- ➔ Explain that an antonym is the opposite of a word. Then, point out as examples the words *sigilosamente* and *retumbante* in the vocabulary list. Ask students to work with a partner to list the vocabulary words that are antonyms of the following words: *abominable, desdichada, viscosa, esbeltas*. Then form groups of four students and have each group act out a pair of antonyms (i.e., *fabulosa* – *abominable, feliz* – *desdichada*).
- ➔ **Hangman** Choose a word and draw lines on the board for each of its letters. Have students guess the letters that make up the word. Each time they miss a letter, give a partial clue to the definition. Students must guess and spell the word before the hangman is drawn.

## READING

### PRE-READING

- ▶ Discuss with students different books they like and what they know about the authors. Ask: *¿Qué libros te gustan?* (What books do you like?) *¿Qué sabes de sus autores?* (What do you know about the authors?) *¿Alguna vez han escrito un cuento?* *¿Cómo lo hicieron?* (Have you ever written a story? How did you do it?)
- ▶ Read the title and the author's name. Then have students view the illustrations and help them “read” the illustrations. Ask students: *¿De qué creen que trata el libro?* (What do you think the book is about?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Explain that this book is divided into three sections. In the first part (pp. 6–9), the author tells us about the different questions children ask her. In the second part (pp. 10–53), the author explains the process she uses to write a story. In the third part (pp. 54–57), the author directly answers some of the questions children ask her the most.
- ▶ Read the text aloud. Then have students read aloud with you. After a second reading, write a list of students names on the board as a guide. As you give a signal, the first student will begin to read the text aloud with you. After another signal, the student who is reading with you stops, and the next student on the list takes over reading. Regulate how fast you read depending on each student's proficiency level.
- ▶ Ask students to read page 6, then elicit making connections (text-self). Ask: *¿Creen que ustedes son también niños curiosos?* (Are you also curious children?) *¿Cómo se le ocurren las ideas a la autora?* (How do the ideas come to the author?) *¿Qué hacen ustedes para inspirarse cuando tienen que escribir algo para la clase?* (What do you do when you get stuck and you have to write something for a class?)
- ▶ Ask students to focus on the part of *El joven gigante tímido* as an opportunity to look closely at the elements that make up a story. Have students summarize what happens at the beginning, middle, and at the end of the story using transition words such as *primero*, *luego*, *después*, and *al final*. Then ask questions such as: *¿Cómo era el gigante al principio?* *¿Qué pasó cuando llegó la bestia?* *¿Creen que el gigante cambió al final de la historia?* (What was the giant like at the beginning? What happened when the beast arrived? How does the giant change at the end of the story?)
- ▶ After going over the structure of the story, ask: *¿Por qué decimos que la autora nos cuenta una historia dentro de otra historia?* (Why do we say the author tells us a story within another story?) *¿Para qué creen que lo hace?* (Why do you think she does that?)



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have students chorally repeat after you.
- Have above-level students read with below-level students to act as tutors/mentors.
- Allow students to provide short phrases or incomplete sentences as answers. Ask these or similar questions: *Según la autora, ¿dónde comienza una historia? ¿Cuáles son los personajes en la historia del gigante?* (According to the author, where does a story begin? Who are the characters in the story of the giant?) Allow students to provide short phrases or incomplete sentences as answers.

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Ask these or similar questions: *¿Qué le preguntarías a la autora?* (What would you ask the author?) *Describe un personaje de una historia que quieres escribir.* (Describe a character from a story you want to write.) *¿Dónde ocurriría la historia?* (Where would the story take place?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Ask these or similar questions: *¿Por qué crees que es importante saber cómo se escribe una historia?* (Why do you think it is important to know how to write a story?) *¿Te gusta que el personaje principal sea el gigante tímido? ¿Por qué?* (Do you like that the main character is the shy giant? Why?) *¿Qué personaje escogerías tú? ¿Por qué te parece mejor que el de la historia?* (Which character would you choose? Why do you think that one is better than the one in the story?)

## POST-READING

- ▶ Explain to students that authors usually write to persuade or convince the reader about something, to inform by giving facts about something, or to entertain the reader. Ask students what they now think was the author's purpose for writing this book, and have them give two clues from the text that justify their choice. Tell students to write in their notebook their choice and justification and have them present it to the class.
- ▶ Explain that this story is filled with details. There are animals that talk, characters commenting on what is happening, text bubbles, and beautiful illustrations. Ask students to give specific examples from the book as way to discuss how those details help tell the story.
- ▶ To reinforce the concept of story sequence and to check comprehension, have students work in pairs to complete the *Secuencia de sucesos* (Graphic Organizer #28). ✓



## ► CONNECTION WITH CONTENT AREAS: THEATRE / ART

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Explain that the author of *¿Alguna pregunta?* is a world-renowned author and illustrator of children's books, she has won numerous awards, and her books have been translated to several languages and are loved by children all around the world. Also tell them that her books have been adapted to become animated TV series for children.
- Ask the students to use the Internet to conduct a brief research project on Marie-Louise Gay books. Then they are going to create their own short story by following the same technique this author describes in *¿Alguna pregunta?* to create her stories and illustrations. Provide students with sheets of paper of different colors. Tell students they are going to think about the first scene of their illustrated book and choose the color that best represents their story. ✓
- After completing their stories, ask the students to share them with the rest of the class. Next, have the class vote to decide which scene they liked the most and ask them to act it out. Allow rehearsal time and then have students perform their story. ✓

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Tell students that in the book, the characters did not want the story of the giant to end. Have students work in small groups to write this story's sequel. Tell them that they will write what happens next with the characters after they become friends. Have them provide a title for the sequel. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of proficiency. 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. naufragio | a. bandada            |
| 2. vague     | b. pegajosa           |
| 3. viscosa   | c. desastre en el mar |
| 4. parvada   | d. pasee              |
| 5. bocetos   | e. mariposas          |
| 6. catarinas | f. dibujos            |

### B Encierra en un círculo el antónimo de la palabra en negrita.

1. El elefante armó un gran **caos** en la cristalería.

alboroto

orden

desorden

2. Ella se sentía muy **desdichada**.

triste

feliz

cansada

3. La pantera se acercó **sigilosamente**.

alborotando

cautelosa

silenciosamente

4. Ese personaje me parece **abominable**.

adorable

rápido

chistoso

5. Pedro **masculló** su respuesta.

calló

murmuró

gritó





Nombre \_\_\_\_\_

## Comprensión lectora

**A** Marca con una X la respuesta correcta.

1. La bestia abominable era

\_\_\_\_\_ tímida. \_\_\_\_\_ graciosa.   X   morada.

2. Cuando el gigante escuchó un ruido se sintió

\_\_\_\_\_ feroz.   X   temeroso. \_\_\_\_\_ alegre.

3. Al final, todos escucharon el cuento

\_\_\_\_\_ sigilosamente.   X   atentamente. \_\_\_\_\_ tristemente.

**B** Explica por qué te gusta o no te gusta cómo la autora escribió el cuento.

Answers will vary.

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**C** ¿En qué te pareces y te diferencias del gigante?

Possible answers: Soy un poco tímido(a). Me gusta el bosque. No soy tan grande

como el gigante. No soy tan fuerte como él. Protejo a mis amigos.

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Nombre \_\_\_\_\_

## Vocabulario

### A Une.

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|--------------|-----------------------|
| 1. naufragio | a. bandada            |
| 2. vague     | b. pegajosa           |
| 3. viscosa   | c. desastre en el mar |
| 4. parvada   | d. pasee              |
| 5. bocetos   | e. mariposas          |
| 6. catarinas | f. dibujos            |

### B Encierra en un círculo el antónimo de la palabra en negrita.

- El elefante armó un gran **caos** en la cristalería.  
alboroto                      orden                      desorden
- Ella se sentía muy **desdichada**.  
triste                      feliz                      cansada
- La pantera se acercó **sigilosamente**.  
alborotando                      cautelosa                      silenciosamente
- Ese personaje me parece **abominable**.  
adorable                      rápido                      chistoso
- Pedro **masculló** su respuesta.  
calló                      murmuró                      gritó



Nombre \_\_\_\_\_

## Comprensión lectora

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