



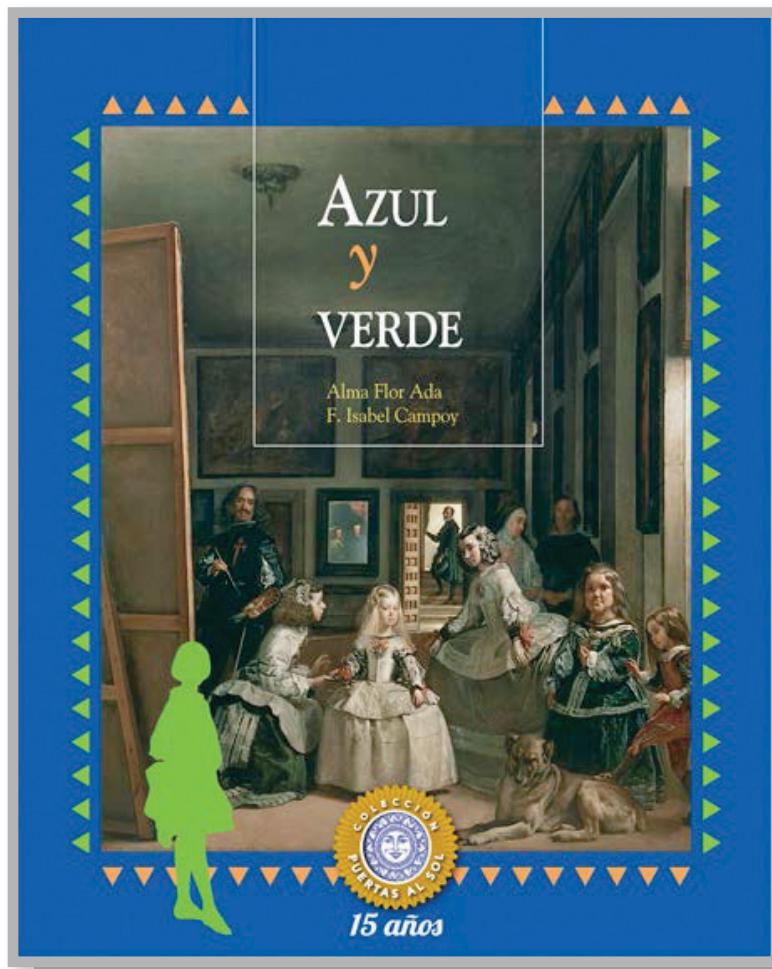
GRADE 2

## LESSON PLAN AND ACTIVITIES

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

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Together we foster lifelong readers

## COMPLEXITY

F&P Guided Reading Level K / Lexile Level 800L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



## TEXT TYPE

Informational Text: Art

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



## OBJECTIVES

- ▶ Infer and predict the topic of the book.
- ▶ Identify author's purpose.
- ▶ Use text and graphic features to understand message.
- ▶ Recall information to compare and contrast.
- ▶ Visualize to connect graphics with text.
- ▶ Share an experience to connect text to real life.

- ▶ Use context clues to clarify meaning of words.
- ▶ Use a dictionary to confirm meaning of words.
- ▶ Use word part strategy to explain meaning of words with suffixes.
- ▶ Ask and answer questions about the topic in complete sentences.
- ▶ Write a compare and contrast paragraph.

## MATERIALS

- ▶ flash cards
- ▶ *Diagrama de Venn*  
(Graphic Organizer #6)\*
- ▶ paper, pencils, and crayons
- ▶ dictionaries
- ▶ white construction paper, watercolor sets with brushes, small containers, water

## SUMMARY

Painting is one of the most beautiful and important human artistic expressions. Through paintings, we get to know and “see” the history of human kind with our own eyes. Do you know the works and variety of styles of painters of Hispanic origin?

## STANDARDS

**SLAR CCSS** RL 2.7, RL 2.9, RL 2.10, RI 2.3, RI 2.4, RI 2.5, RI 2.6, RI 2.7, RI 2.8, RI 2.9, RI 2.10, RF 2.3, RF 2.4, W 2.3, W 2.5, W 2.6, W 2.8, W 2.10, W 2.4, W 2.8, SL 2.1, SL 2.3, SL 2.4, SL 2.5, SL 2.6, L 2.1, L 2.2, L 2.3, L 2.4

**SLAR TEKS** 2.2.F, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.A, 2.5.B, 2.9.B, 2.11.A, 2.12.A, 2.13.A, 2.14.A, 2.14.B, 2.14.D, 2.15.B, 2.16.A, 2.16.C, 2.17.A, 2.19.A, 2.18.A, 2.20.A, 2.24.A, 2.24.B, 2.25.C, 2.26, 2.27.A

**NCSS** I. Culture

**Social Studies TEKS** 2.3.A, 2.4.A, 2.15.A–B, 2.18.B, 2.19.B

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



## VOCABULARY

### INSTRUCTIONAL FOCUS:

Academic Vocabulary

- artesanía** – obra hecha a mano / crafts  
**ausencia** – hecho de no estar una persona en un lugar / absence  
**corte** – lugar donde vive el rey, su familia y los sirvientes que lo acompañan / court  
**época** – espacio de tiempo / period of time  
**humilde** – que vive modestamente / humble  
**ilusión** – esperanza o deseo / hope  
**obras pictóricas** – cuadros, pinturas / pictoric work  
**posa (posar)** – quedarse en una postura para que te pinten o tomen una foto / to pose  
**reproducen (reproducir)** – hacer más de una, ser copia de un original / to reproduce  
**surge (surgir)** – aparecer / to appear  
**tesón** – esfuerzo para conseguir algo / perseverance

### Advanced Vocabulary

- costumbrista\*** – que muestra la vida diaria / popular  
**cubista\*** – que representa figuras y objetos mediante formas geométricas / cubist  
**expresionista\*** – que representa expresiones y sentimientos / expressionist  
**medio** – material donde pinta el pintor / materials used in a work of art  
**modernista\*** – caracterizado por lo elegante, detallado e imaginativo / modernist  
**muralista** – pintor de murales / muralist  
**óleo** – pintura de aceite / oil painting  
**primitivista\*** – que representa la ingenuidad, usa colores vivos y carece de técnica / primitivist  
**realista\*** – que muestra la realidad como es / realist

\* Se aplican tanto al estilo como a los pintores que lo usan.

## 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.
- ▶ Make sure students understand all the vocabulary needed to complete the activities. Review directions and guide words, such as *compara*, *explica*, *señala*, *busca*, *respuesta*.
- ▶ Have students work in pairs to discuss the meaning of the new vocabulary. Encourage them to use word and context clues, and pictures as they come up with their own definitions.
- ▶ Help students complete the definitions of an unfamiliar word using context clues. For example, have students go to page 28. Then, read aloud from Diego Rivera's biography: *Aunque pintó cuadros, su medio favorito era el mural, es decir, pintaba en las paredes obras de grandes dimensiones.* Have students notice that the meaning of *mural* can be explained if they use context clues in the text. The expression *es decir* gives us that clue. *Mural* means: *pinturas en paredes de grandes dimensiones.* Have students complete the activity for *delineadas* (*Familia andina*, p. 28), *costumbrista* (*Baile de Tehuantepec*, p. 30), and *caracterizó* (*Fin del corrido*, p. 28).
- ▶ Explain to students that a suffix is a word part added at the end of a word to form a new word, e.g., *-ista*, *-ismo*. Explain that the suffix *-ista* means *del estilo o género*, and it tells you what kind of painting it is. If we add the suffix *-ista* to the word *real*, the resulting word *realista* means *de estilo real*. Ask students to look for all words ending in *-ista* and to apply the same strategy to come up with their definitions. Have them compare and discuss their definitions.
- ▶ Play a “pin the suffix on the word” game with students. Show students a flash card of a base word. Ask students to add the suffix *-ista* and then guess the meaning of the new word. Tell students to use a dictionary to confirm their predictions.

## ► READING

### PRE-READING

- ▶ Elicit from students reasons why painters and illustrators use different styles and colors to represent their work. Show them a word on a flash card (e.g. *esperanza* / hope; *felicidad* / happiness; *volar* / to fly) and ask students to choose the color they think would best represent the word. Then after they finish the drawing, have them compare their drawings and discuss their color choices. Elicit from them that many students choose different colors. Ask: *Explica por qué seleccionaste ese color para representar la palabra.* (Explain why you chose that color to represent the word.) *¿Cuántos colores distintos escogieron tus compañeros de clase?* (How many different colors did your classmates select?)
- ▶ Read the title and the authors' names. Have students view the illustrations and ask: *¿Cuál fue el objetivo o propósito de las autoras al escribir este libro?* (What was the authors' purpose for writing this book?) *¿Por qué crees que el título del libro es "Azul y verde" y no otros colores?* (Why do you think the title of the book is "Blue and Green" and not other colors?)

### READING

- ▶ Read the text aloud and have students read along with you. Have students look at the paintings and ask: *¿Cómo se llama el cuadro?* (What is the title of the painting?) *¿Quién lo pintó?* (Who painted it?) *¿Qué representa el cuadro?* (What does the painting represent?) *¿Cuál es el estilo de esta pintura?* (What is the style of this painting?) *Busca la respuesta en la página biográfica del pintor al final del libro.* (Look for the answer on the biography page of the painter, at the end of the book.)
- ▶ Have students read aloud page 6 and then visualize the painting on page 7. Ask: *¿Qué elementos del cuadro hacen que las autoras piensen en una niña en un domingo de primavera?* (What elements of the painting make the authors think of a girl on a spring Sunday?)
- ▶ Have students read aloud the description of "*Camas para sueños*" (page 27) and then look at the painting on page 11. Then ask: *¿Qué cosa típica de la artesanía mexicana usa Carmen Lomas Garza en su cuadro?* (What resource, typical of Mexican crafts, did Carmen Lomas Garza use in her painting?)
- ▶ Have students read aloud page 14 and then look at the painting on page 15. Ask: *¿Qué personaje del cuadro "Familia andina" dice "¡Quiero a mi familia!"?* (Which character in the painting "Familia andina" says "¡Quiero a mi familia!")? *¿Cómo lo sabes?* (How do you know?)
- ▶ Have students read aloud the information about Diego Rivera on page 30 and then look at the painting on page 23. Ask: *¿Por qué algunos de los cuadros de Diego Rivera reflejan escenas familiares?* (Why do some of Diego Rivera's paintings reflect family scenes?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Read the text aloud several times. Have students chorally repeat after you.
- Ask students to look at the painting on page 7 and then ask: *¿Este cuadro es un paisaje o es un retrato?* (Is this painting a landscape or a portrait?) Ask students to look at the painting on page 19 and then ask: *¿Cuántas personas están vestidas de negro?* (How many people are dressed in black?)

### At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner. Ask: *¿Por qué es importante proteger los murales de Diego Rivera?* (Why is it important to protect the murals of Diego Rivera?)
- Have students read the book again. Then ask: *¿Qué estilo de pintura usarías para pintar un retrato exacto de una persona? ¿Por qué?* (What painting style would you use to do the exact portrait of a person? Why?)

### Above-level Students

- Have students list three benefits of knowing about the life and work of famous painters and to explain which advantage they consider the most important. Students must provide references to support their statements.
- Ask students about the painting on page 21: *¿Te gusta el cuadro? ¿Por qué?* (Do you like the painting? Why?) *Las autoras dicen que el cuadro muestra una ciudad amable y viva. ¿Estás de acuerdo? ¿Por qué?* (The authors say that the painting shows a kind and lively city. Do you agree? Why?)

## POST-READING

- ▶ Explain to students that authors write books with a purpose in mind. It can be to convey an idea, to teach a lesson, or simply to entertain the reader. Reread the text aloud and help students identify the authors' purpose. *"Enseñarnos sobre las obras y los estilos de pintores de origen hispano".* ("To teach about the work and styles of painters of Hispanic origin.")
- ▶ Discuss the authors' purposes with students. Ask: *¿Crees que aprender sobre la vida y obra de los pintores nos prepara mejor para la vida? ¿Por qué?* (Do you think that knowing about the life and work of painters prepares us better for life?) *¿Por qué?* (Why?)
- ▶ Have students use a Venn diagram (Graphic Organizer #6) to compare and contrast two paintings of their choice. Ask them to reread the pages associated with their paintings for information about the style, colors used, painter, theme, and ambiance. Tell students to use that information to complete the diagram. Finally, have students show and explain their diagrams to a classmate. 
- ▶ Encourage students to use the Internet or to go to the local library to look for more information about the painter they liked the most. Have students make a presentation to the class about the painter's life and work.



## ► CONNECTION WITH CONTENT AREAS: ART

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Divide the class into pairs. Ask students to provide a reason why knowing about the history of painting is important. Have pairs make a presentation to their partner, supporting his or her statements. Have them use complete sentences and art vocabulary, such as *cultura, arte, mural, óleo, historia, hermoso, and retrato.* ✓
- ▶ Have students discuss what they learned. Encourage them to make a presentation to their classmates and/or family members about why it is important to express ourselves in artistic ways.
- ▶ Help students select and paint a class object. Distribute white construction paper, watercolor sets with brushes, and small water containers. Ask them to observe the environment where the object is. Elicit that how light illuminates an object is very important when you paint it. Encourage students to add surrounding objects, such as the table where the object stands or the wall where it hangs. Encourage students to use their paintings as decorations in their homes or in the classroom.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use their Venn diagram (Graphic Organizer #6) and the information from the book to write a compare and contrast paragraph about the two paintings they chose. Remind students to include the names of the painters, style, techniques, and level of details. 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** Crea palabras nuevas con el sufijo *-ista* y el sufijo *-ismo*.  
Sigue el ejemplo.

EJEMPLO: cubo: cubista, cubismo

1. costumbre: \_\_\_\_\_ *costumbrista, costumbrismo*
2. real: \_\_\_\_\_ *realista, realismo*
3. natural: \_\_\_\_\_ *naturalista, naturalismo*
4. mural: \_\_\_\_\_ *muralista, muralismo*
5. moderno: \_\_\_\_\_ *modernista, modernismo*
6. primitivo: \_\_\_\_\_ *primitivista, primitivismo*

- B** Escribe el significado de cada palabra subrayada. Luego, busca en el diccionario otro significado.

En su cuadro, el pintor representa la comunidad en que vive.

Pintar fue siempre su sueño.

La pintora salpica sus pinturas con papel picado.

Palabra	Mi significado	Otro significado
cuadro	Answers will vary.	
sueño		
pinturas		



Nombre \_\_\_\_\_

## Comprensión lectora

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

1. Observa el cuadro de la página 17. Según las autoras, ¿qué estación del año es?

\_\_\_\_\_ primavera     verano    \_\_\_\_\_ invierno

2. Observa el cuadro de la página 13. ¿Dónde están los personajes?

en la casa    \_\_\_\_\_ en el trabajo    \_\_\_\_\_ en el parque

3. Observa el cuadro de la página 21. ¿Qué estilo usa la pintora?

modernista    \_\_\_\_\_ costumbrista    \_\_\_\_\_ realista

### B Lee las páginas 10 y 16 y observa las pinturas. ¿Qué son las palabras escritas en azul?

Las palabras en azul son una lista de las personas y objetos que hay en el cuadro.

### C Imagina que el cuadro de la página 11 es una película. Escribe dos oraciones para contar qué pasará después.

Answers will vary.

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Nombre \_\_\_\_\_

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5. moderno: \_\_\_\_\_
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