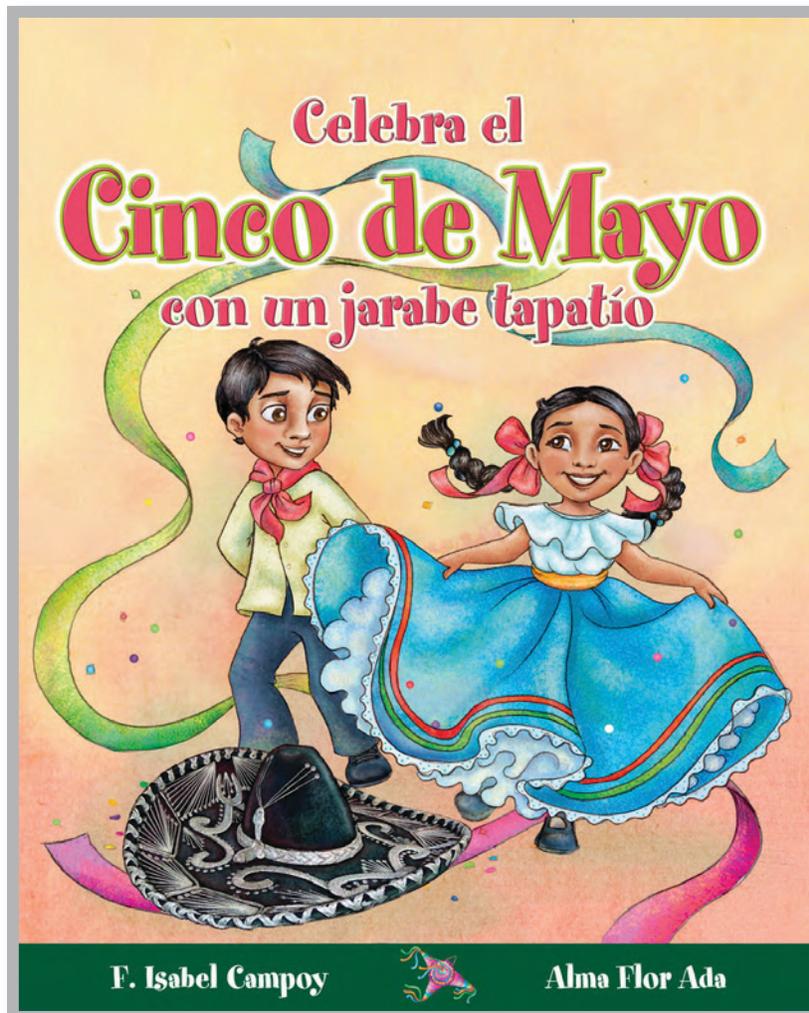


LESSON PLAN AND ACTIVITIES

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 J / Lexile Level 520L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Realistic Fiction
Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Infer and predict the topic of a book.
- ➔ Set a purpose for reading.
- ➔ Use text and graphic features to clarify comprehension.
- ➔ Discuss and describe important details.
- ➔ Identify fact and opinion.
- ➔ 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
- ➔ construction paper
- ➔ pencils, markers, crayons, scissors, and glue
- ➔ papier-mâché
- ➔ *Tabla de dos columnas* (Graphic Organizer #30)*

SUMMARY

People in Mexico, as well as in numerous parts of the United States, have a celebration on May fifth. This festivity is called “Cinco de Mayo.” People dance and sing Mexican songs, the Mariachis play, children break piñatas, and so on. During the Cinco de Mayo holiday, Mexicans celebrate their victory over the French in the Battle of Puebla, which took place on May 5th, 1862.

STANDARDS

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

SLAR TEKS 2.2.A, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.C, 2.10.A, 2.12.A, 2.13.A, 2.14.B, 2.15.B, 2.17.A, 2.17.B, 2.17.C, 2.19.A, 2.19.C, 2.22.B, 2.23.D, 2.23.H, 2.24.B, 2.25.A, 2.25.C, 2.27.A, 2.28.A, 2.29.A, 2.30.A

NCSS I. Culture; III. People, Places, and Environments; IV. Individual Development and Identity

Social Studies TEKS 2.1.A, 2.2.A, 2.2.B, 2.3.A, 2.3.B, 2.4.A–C, 2.5.A, 2.6.A, 2.6.B, 2.15.B, 2.16.A, 2.16.B, 2.18.A, 2.18.C, 2.18.E, 2.19.A, 2.19.B

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

adelante – *hacia el frente* / forward
atrás – *a la espalda o detrás* / behind
avergonzado(a) – *que siente vergüenza o pena* / embarrassed
fabuloso(a) – *fantástico, magnífico* / fabulous
festejan (festejar) – *hacer una fiesta para celebrar algo* / to celebrate
galante – *atento, cortés, educado* / polite
participan (participar) – *formar parte de una actividad* / to take part
poner cuidado – *prestar atención* / to pay attention
valentía – *valor, bravura* / courage
victoria – *triumfo, éxito* / victory

Advanced Vocabulary

batalla – *combate entre dos ejércitos* / battle
danza – *baile* / dance
ensayo – *práctica antes de la presentación final en público* / rehearsal
función – *representación o espectáculo frente a un público* / performance
invadió (invadir) – *entrar por la fuerza en un lugar* / to invade
jarabe – *baile típico de México* / jarabe (Mexican hat dance)
repican (repicar) – *sonar con ritmo* / to sound
zapatear – *golpear el suelo con el zapato al compás de la música* / to tap one's feet

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. Help students complete the definitions or provide support to figure out the appropriate meaning of a multiple-meaning word in the context of the reading. For example: *En este libro, "jarabe" se refiere a un baile típico de México, no a un medicamento líquido.* (In this book, "jarabe" refers to a Mexican folk dance, not a liquid medicine.)
- ➔ Point out the word *avergonzado* in the vocabulary list, and the word *vergüenza* 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 *zapatear, festejar, and participar*. Answers include *zapato, fiesta, and participación*.
- ➔ Explain that an antonym is a word that means the opposite of another word. Then, point out as examples the words *adelante* and *atrás* in the vocabulary list. Ask students to work with a partner to list the vocabulary words that are antonyms of the following words: *horrible, maleducado, cobardía, derrota*. Then form groups of four students and have them act out a pair of antonyms (i.e., *fabuloso – horrible, galante – maleducado, valentía – cobardía, victoria – derrota*).
- ➔ **Hangman** Choose a word and place lines on the board for each letter of the word. Have students guess 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 holidays they celebrate and what they know about the history of those celebrations. Ask: *¿Qué celebramos el 4 de julio?* (What do we celebrate on July 4th?) *¿Por qué es festivo ese día?* *¿Qué sucedió en Estados Unidos en esa fecha?* (Why is that date a holiday? What happened in the United States on that date?) *¿Cómo son las celebraciones del 4 de julio?* (What are July 4th celebrations like?)
- ▶ Read the title and the authors' names. 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

- ▶ Explain that this book is divided into two sections. The first part (pp. 2–15), tells the story of a group of children who are rehearsing for a Cinco de Mayo performance. The second part (pp. 18–29) provides information about the Cinco de Mayo celebration. Help students distinguish between fiction and nonfiction.
- ▶ Have students observe the images and then discuss how the images reflect the story and the purpose of the text. Ask: *Fíjense en las ilustraciones de las páginas 4 a 7. ¿Qué hacen los niños?* (Look at the illustrations on pages 4 to 7. What are the children doing?) *¿De qué creen que trata el cuento?* (What do you think the story is about?) *Ahora fíjense en las ilustraciones de las páginas 20 y 21. ¿Qué tipo de información creen que hay en estas páginas?* *¿Por qué piensan eso?* (Now look at the illustrations on pages 20 and 21. What kind of information do you think these pages contain? Why do you think that?)
- ▶ Read pages 2–15 aloud. Then have students read along with you. Encourage above-level readers to do an independent reading. Then ask: *¿Qué es lo que no deben hacer los niños al bailar el jarabe?* (What should the children not do as they dance jarabe?) *¿Cómo decoraron los niños la escuela para la celebración?* (How did the children decorate the school for the celebration?) *¿Quiénes asisten a la celebración?* (Who attends the celebration?)
- ▶ Focus students' attention on the question on page 15. Then have students think of an answer and look for an example in the book that supports their opinion. For example: *Creo que lograron bailar el jarabe sin pisar el sombrero porque la maestra les dijo que pusieran cuidado.* / *Creo que pisaron el sombrero porque siempre lo pisaban en los ensayos.* (I think they managed to dance the jarabe without stepping on the hat because the teacher had told them to be very careful. / I think they stepped on the hat because they did it very often during rehearsals.) Then invite individual students to share their answers with the class. Remind them to support their opinions with examples from the text. Finally, take a class poll to see what the majority of the class thinks.
- ▶ Divide the class into pairs and have students do a partner read-aloud of pages 18–29. Distribute an index card to each pair and have them take notes about the most important information. Pause at different points to discuss details or summarize the information. Encourage students to use their cards to help them answer your questions.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Cómo se sienten los niños cuando pisan el sombrero: contentos o avergonzados?* (How do children feel when they step on the hat, happy or embarrassed?) *¿Qué celebración están festejando?* (What holiday are they celebrating?) *¿De qué país es esta fiesta?* (What country is this holiday from?)

AT-LEVEL STUDENTS

- Read the text aloud with students. Then have them read the text with a partner.
- Ask these or similar questions: *¿Cómo se baila el jarabe tapatío?* (How do you dance the Mexican Hat Dance?) *Describe cómo celebran los mexicanos el 5 de mayo.* (Describe what Mexicans do to celebrate May 5th.) *¿Por qué es importante esta fecha en la historia de México?* (Why is this date important in the history of Mexico?) *¿Por qué celebramos también el Cinco de Mayo en los Estados Unidos?* (Why do we also celebrate Cinco de Mayo in the United States?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then encourage above-level readers to do an independent reading.
- Ask these or similar questions: *¿Por qué deben ensayar los niños antes de la función? ¿Cómo sería su representación si no ensayaran?* (Why do the children have to rehearse before the performance? What would their performance be like if they did not rehearse?) *Nombra cuatro elementos típicos de la cultura mexicana que se mencionen en el libro.* (Name four elements mentioned in the book that are typical of Mexican culture.)

POST-READING

- ▶ Explain to students that a fact is a piece of information that can be proven true. For example: “En 1862, Francia invadió a México” (p. 20). An opinion is what someone thinks or believes. For example: “Todos juntos preparan deliciosos platillos” (p. 27). Point out the word *deliciosos* and explain that this is what the authors think about Mexican food; it is their personal opinion. Ask: *¿Es esto una opinión o un hecho: “La cultura mexicana tiene muchas cosas maravillosas”* (p. 29)? *¿Por qué?* (Is this an opinion or a fact: “Mexican culture has many wonderful things”? Why?) *¿Es esto una opinión o un hecho: “Llegan muchos familiares. Padres, tíos, primos y abuelos llenan todos los lugares”* (p. 13)? *¿Por qué?* (Is this an opinion or a fact: “Numerous relatives arrive. Parents, uncles and aunts, cousins, and grandparents take up all the seats”? Why?) ✓
- ▶ Distribute a two-column chart (Graphic Organizer #30) and have students label the columns *Hecho* and *Opinión*. Then, have them reread pages 20–21 and locate four facts and two opinions and list them in their charts. Next, have students get together with a classmate and compare and contrast their charts. Ask them to explain their choices. ✓
- ▶ Check with students if their predictions were correct. Then revisit the question *¿Qué esperan aprender al leer este libro?* from the Pre-Reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?)



CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Review with students some of the elements of Mexican culture mentioned in the book (e.g., *jarabe tapatío*, *piñatas*, *mariachis*, *national dress*, *tacos*, *enchiladas*). Then divide the class into small groups and distribute construction paper to each group. Assign a different cultural element to each group and ask students to create a poster with information and images about their assigned cultural element. Assist students in conducting a brief research project. Suggest reference materials and online sources for information and images. Finally, have groups present their posters to the class. As students report to the class, have them use complete sentences and the domain-specific vocabulary they have learned. ✓
- ▶ Have the class practice the song included in the book to the tune of the *jarabe tapatío*. Encourage students to add a dance routine to the song. You will find different *jarabe tapatío* performances online (look for those by Mariachi Vargas or Ballet Folklórico de México). Show those performances to students and use them as a model to rehearse the dance. Then have the class perform the song and dance.
- ▶ Divide the class into small groups, and have each group prepare Cinco de Mayo decorations for the classroom using papier-mâché. Ask students to take into consideration the history of the Cinco de Mayo celebration and the culture of Mexico to plan appropriate decorations. Demonstrate how to make the papier-mâché and guide groups through the process as needed. Then have groups present their decorations to the rest of the class and explain what each decoration symbolizes.

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use their notes and charts from the Pre-Reading and Post-Reading sections, the information from the book, and their posters to write an informational paragraph about the Cinco de Mayo celebration. 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. Guide and assist students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. ✓



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 con la palabra o frase correcta.

avergonzado fabulosos festejan
participan poner cuidado

1. Los fuegos artificiales estuvieron fabulosos.
2. Los mexicoamericanos festejan con alegría el Cinco de Mayo.
3. Hay que poner cuidado para no pisar el sombrero.
4. Frank estaba avergonzado porque pisó el sombrero.
5. Todos los niños participan en la danza.

B Une la palabra con su antónimo.

- | | | |
|-------------|------------------|---------------|
| 1. adelante | _____ | a. maleducado |
| 2. valentía | _____ | b. paz |
| 3. galante | _____ | c. atrás |
| 4. victoria | _____ | d. cobardía |
| 5. batalla | _____ | e. derrota |

C Encierra en un círculo la palabra relacionada.

- | | | | |
|-----------------|-----------------|--------------------|-----------------|
| 1. celebrar: | cerebro | <u>celebración</u> | calor |
| 2. invadir: | <u>invasión</u> | invertir | envolver |
| 3. valentía: | variado | velero | <u>valiente</u> |
| 4. avergonzado: | avenida | <u>vergüenza</u> | verdadero |



Nombre _____

Comprensión lectora

A Encierra en un círculo la respuesta correcta.

- El Cinco de Mayo se recuerda la victoria de México sobre
 - Estados Unidos.
 - b.** Francia.
 - España.
- Los mexicanos lucharon y ganaron en la
 - a.** Batalla de Puebla.
 - Guerra Civil.
 - Guerra Mundial.
- El presidente de México en esa época era
 - Diego Rivera.
 - Simón Bolívar.
 - c.** Benito Juárez.

B Marca con una X si es un hecho o una opinión.

- La comida mexicana es deliciosa.
 Hecho Opinión
- Lo mejor de la fiesta es el baile del jarabe tapatío.
 Hecho Opinión
- El 5 de mayo de 1862 tuvo lugar la Batalla de Puebla.
 Hecho Opinión
- En Texas también se celebra el Cinco de Mayo.
 Hecho Opinión

C Escribe un hecho y una opinión sobre la fiesta del Cinco de Mayo.

Hecho: Answers will vary, but must be something that can be proven.

Opinión: Answers will vary, but must show a subjective statement.



Nombre _____

Vocabulario

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avergonzado fabulosos festejan
participan poner cuidado

1. Los fuegos artificiales estuvieron _____.
2. Los mexicoamericanos _____ con alegría el Cinco de Mayo.
3. Hay que _____ para no pisar el sombrero.
4. Frank estaba _____ porque pisó el sombrero.
5. Todos los niños _____ en la danza.

B Une la palabra con su antónimo.

- | | |
|-------------|---------------|
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- | | | | |
|-----------------|----------|-------------|-----------|
| 1. celebrar: | cerebro | celebración | calor |
| 2. invadir: | invasión | invertir | envolver |
| 3. valentía: | variado | velero | valiente |
| 4. avergonzado: | avenida | vergüenza | verdadero |



Nombre _____

Comprensión lectora

A Encierra en un círculo la respuesta correcta.

1. El Cinco de Mayo se recuerda la victoria de México sobre
 - a. Estados Unidos.
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 - c. España.
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 - a. Batalla de Puebla.
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4. En Texas también se celebra el Cinco de Mayo.
 Hecho Opinión

C Escribe un hecho y una opinión sobre la fiesta del Cinco de Mayo.

Hecho: _____

Opinión: _____