



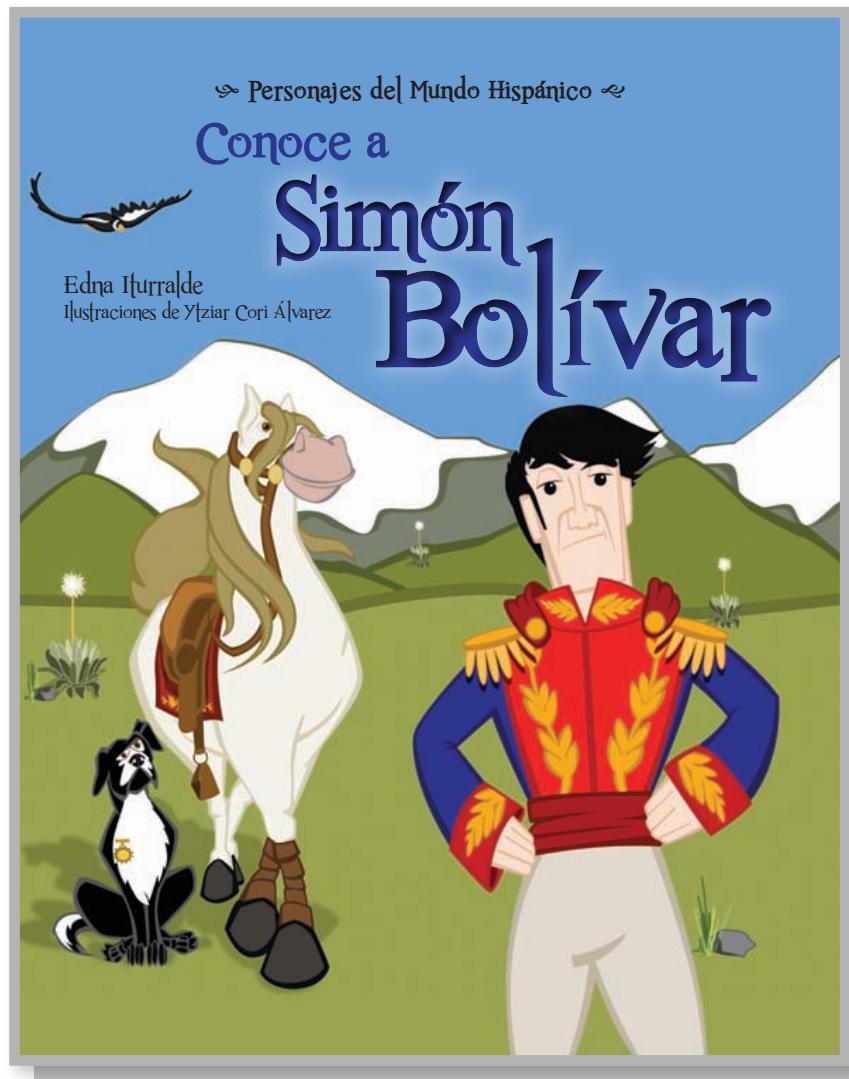
GRADE 2

## 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 O / Lexile Level 800L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



## TEXT TYPE

Informational Text: Literary Nonfiction

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



## OBJECTIVES

- ▶ Identify and interpret figurative language.
- ▶ Determine the meaning of unknown and multiple-meaning words.
- ▶ Identify author's purpose in writing a text.
- ▶ Make inferences.
- ▶ Interpret a physical map, making inferences about how geography impacted historical events.

- ▶ Write a paragraph comparing and contrasting two historical figures.
- ▶ With guidance and support strengthen writing by revising and editing.

## MATERIALS

- ▶ flash cards
- ▶ 8-1/2" x 11" cardstock, cut in half vertically
- ▶ physical map of South America, pictures of the Andes
- ▶ *Diagrama de Venn, Generalizar, Resumen, Tabla de dos columnas*  
(Graphic Organizers #6, #12, #27, and #30)\*

## SUMMARY

This fictionalized account of Simón Bolívar's crossing of the Andes is told from the viewpoint of Simón Bolívar's horse, Palomo Blanco, and his dog, Nevado. They describe details of Bolívar's love for his animals and his skill in leading his troops in a very difficult campaign. The book includes a glossary and biographical information about Bolívar.

## STANDARDS

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

**SLAR TEKS** 2.3.A, 2.3.B, 2.4.A, 2.5.B, 2.10.A, 2.11.A, 2.12.A, 2.13.A, 2.17.A, 2.17.C, 2.17.D, 2.19.A, 2.21.A.i, 2.22.A, 2.28.A, 2.29.A, 2.30.A

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

**Social Studies TEKS** 2.1.A, 2.2.A, 2.2.B, 2.3.A, 2.4.A–C, 2.6.C, 2.13.B–C

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



## VOCABULARY

INSTRUCTIONAL FOCUS:  
Academic Vocabulary

- amo** – dueño, propietario / master, owner
- convencerlos (convencer)** – lograr que se haga lo que uno dice / to convince
- ejército** – conjunto de soldados, con sus armas y vehículos, que defienden un país / army
- emprendí (emprender)** – empezar una actividad difícil o que necesita mucho esfuerzo / to undertake
- ferocidad** – característica de ser muy feroz / ferocity
- fingiendo ( fingir )** – hacer creer algo que no es verdad con palabras, gestos o acciones / to pretend
- relinchó (relinchar)** – dar relinchos el caballo / to neigh
- retroceder** – volver o ir hacia atrás / to turn back
- título** – lo que se da a alguien por sus méritos; reconocimiento / title

## Advanced Vocabulary

- cumbre** – la parte más alta de una montaña / summit, peak
- El Libertador** – título dado a Simón Bolívar por liberar de España a varios países de América del Sur / The Liberator
- hazaña** – acción muy valiente o muy importante / feat; deed
- independencia** – situación en la que un país no está bajo el control de otro / independence
- La Gran Colombia** – república fundada por Simón Bolívar después de la independencia y que incluía el norte de América del Sur y parte del sur de América Central, de 1819 a 1830 / Gran Colombia
- Orinoco** – río que fluye de Brasil al océano Atlántico / Orinoco River
- Quiamare** – pueblo de Venezuela cerca de la costa caribeña / Quiamare

## 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., *género*, *organización*, *secuencia*) and instruction words, such as *completa*, *une*, *contesta*.
- ▶ Point out the glossary at the end of the book to students and have them use it to look up other unfamiliar words they find in the story.
- ▶ Have students take turns explaining new vocabulary in their own words by having them say what the words mean. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book. Have students compare and contrast their definitions with the class. Help students complete the definitions or provide support to indicate the appropriate meaning of a multiple-meaning word in the context of the reading. For example: *En este libro la palabra “amo” se refiere al dueño o propietario de un animal, no al verbo amar.* Point to similar words like *batía* (p. 18) and *paso* (p. 22).
- ▶ Tell students that authors set their stories in certain places, which have specific names. Show them a physical map of South America and point out each of the places identified on the Advanced Vocabulary list. Have students identify them and infer their characteristics based on the map.
- ▶ Have students create trifold word cards for each of the vocabulary words, including the word, a personal definition, and an illustration.
- ▶ Play "Letter of the Day" with words from the Vocabulary and the Glossary, using the definitions as clues. For example, *Ch* – Es una casa muy pequeña y tosca, cubierta con paja. (*Choza*).

## ► PRE-READING

### PRE-READING

- ▶ Explain to students that literary nonfiction is a genre in which the author uses the same literary devices as fiction to tell about something real, or facts. In this case, the author employs literary devices (*recursos literarios*) such as setting, voice/tone, figurative language, character development, and personification (animals talking and thinking like humans) to tell a real story involving a historical figure.
- ▶ Have students look at the title and cover of the book. Ask: *¿De qué creen que trata este libro?* (What do you think this book is about?) Tell them that they are going to read a story about Simón Bolívar, the Liberator of several countries of South America, as told from the point of view of his dog and horse. Then ask: *¿Qué parte de esto es realidad y qué parte es fantasía?* (Which part of this is real and which part is fantasy?) *¿Por qué creen que la autora cuenta la historia desde el punto de vista de los animales?* (Why do you think the author tells the story from the animals' point of view?) Show them the glossary and then ask: *¿Por qué creen que la autora incluyó un glosario?* (Why do you think the author included a glossary?)
- ▶ Distribute the making a generalization charts (Graphic Organizer #12). Have students write the word *héroe* in the center circle. Tell them they will complete the organizer with details about Simón Bolívar as they read the book.

### READING

- ▶ Read the text aloud to students. Then have students read along with you.
- ▶ Have students take turns reading aloud with you. Write a list of students on the board as a guide. As you give a signal, the first student will begin to read the text aloud with you. After you give another signal the student who is reading with you stops, and the following student on the list will begin to read aloud with you. Be sure all students participate. Regulate how fast you read depending on the reading proficiency level of each student.
- ▶ Read page 6 with students. Tell students that people use information from the text and combine it with what they already know to make an inference. Reread page 6 and then ask: *¿Qué pueden inferir acerca del camino?* (What can you infer about the path?)
- ▶ Tell students that authors sometimes use language that may not mean exactly what it says, and that we call this figurative language (*lenguaje figurado*). Reread page 8 and ask students to identify some of the figurative language the author uses. (...*un camino que parecía estar entre las nubes... Un camino donde el sueño no llegaba por las noches y la esperanza parecía haber rodado cuesta abajo. Cuando el cielo se volvió del mismo color del lodo...*) Ask students: *¿Qué significan estas frases?* (What do these phrases mean?)
- ▶ Reread page 13. Ask students: *¿Qué lenguaje figurado encuentran en la forma en que la autora describe a Simón Bolívar?* (What figurative language can you find in the way the author describes Simón Bolívar?)
- ▶ Reread pages 18 and 21. Ask: *¿Qué pueden inferir acerca de Bolívar por sus acciones en Quiamare?* (What can you infer about Bolívar from his actions in Quiamare?) Remind students what an inference is: *Recuerden que cuando hacemos una inferencia combinamos lo que hay en el texto con lo que ya sabemos.*
- ▶ Reread page 24 and then ask students: *¿Por qué están felices los dos animales? ¿Qué pueden inferir?* (Why were the animals happy? What can you infer?) Read the biography of Bolívar (pp. 28–29) together and then conduct a class discussion about the information presented in it.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Read the text aloud several times. Then have students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar comprehension questions: *¿Cómo fue el camino en las montañas?* (What was the mountain path like?) *¿Qué idea tuvo Nevado?* (What was Nevado's idea?) *¿Qué dijo Tinjacá acerca de la reunión?* (What did Tinjacá say about the meeting?)

### At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to stop and discuss what they have read with their partners.
- Ask these or similar comprehension questions: *¿Qué piensas de un general que cuida a sus animales?* (What do you think of a general who takes care of his own animals?) *¿Por qué crees que la reunión fue muy importante?* (Why do you think the meeting was very important?) *¿Cuál fue la señal que le dió Nevado a Tinjacá?* *¿Qué crees que trataba de decirle?* (What was the signal that Nevado gave Tinjacá? What do you think he was trying to tell him?)

### Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to analyze and evaluate various elements of the text, especially the characters' motivations, using complete and elaborate answers.
- Ask these or similar comprehension questions: *¿Por qué crees que Bolívar atendió a sus animales antes que a sí mismo?* (Why do you think Bolívar took care of his animals before taking care of himself?) *Basado en el texto, ¿qué puedes concluir acerca de Bolívar como líder?* (Based on the text, what can you conclude about Bolívar as a leader?) *Lee los dos últimos párrafos del texto. ¿Cuál crees que fue su misión?* (Read the two last paragraphs of the text. What do you think their mission was?)

## Post-Reading

- ▶ Have students complete their making a generalization chart (Graphic Organizer #12), if they have not done so already. Let students use their chart to write a brief paragraph explaining why Simón Bolívar was a hero. ✓
- ▶ Have students think about Palomo Blanco and Nevado. Then ask: *¿Son héroes los dos animales? Expliquen su respuesta con ejemplos del texto.* (Are the two animals heroes? Explain your answer with examples from the text.) ✓
- ▶ Ask students to identify contemporary everyday heroes, asking *¿Creen que hay héroes cotidianos hoy día? ¿Quiénes son y por qué creen que son héroes?* (Do you think we have everyday heroes today? Who are they and why do you think they are heroes?) Have students write a short paragraph about their hero or heroes to present to the class. They should illustrate it with a drawing or pictures from the Internet.



## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Show students a physical map of South America. Have them identify the Andes Mountains and the regions mentioned in the text. Divide the class into pairs and ask pairs to conduct a research about Quiamare and the Andes. Have pairs complete a two-column chart (Graphic Organizer #30) comparing the geography of Quiamare and the Andes.
- ▶ Have students read about celebrations of Independence Day in Latin America. Have them identify similarities and differences with Independence Day in the United States.
- ▶ Have students read the biographical note at the end of the story again and then complete a Venn diagram (Graphic Organizer #6) comparing Simón Bolívar and George Washington. Encourage students to include as many details as possible about each historical figure. Students may consult the Internet or other resources available to learn more about George Washington.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use the Venn diagram to write a paragraph comparing Simón Bolívar and George Washington. To strengthen their writing, ask students to revise and edit their paragraph, making sure that they include vocabulary words and facts from the text, as well as from their Venn diagram. 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 Lee el siguiente pasaje en voz alta. Despues, escribe el significado de la frase subrayada.

“Iban abriendo un camino que parecía estar entre las nubes, donde el aire no alcanzaba a subir y por eso les costaba respirar. Un camino donde el sueño no llegaba por la noche y la esperanza parecía haber rodado cuesta abajo”.

Possible answer: Habían perdido la esperanza de poder lograr su misión.

- B Une la palabra con su significado.

- |                 |                             |
|-----------------|-----------------------------|
| 1. barranco     | a. desaparecer poco a poco  |
| 2. harapos      | b. precipicio               |
| 3. desvanecerse | c. dueño                    |
| 4. amo          | d. ropa muy gastada y sucia |

- C Completa las oraciones con las palabras del recuadro.

cobertizo      título      hazaña      ferocidad

1. Bolívar recibió el título de El Libertador.
2. El perro ladró con ferocidad.
3. La guerra de independencia fue una gran hazaña.
4. Los animales se resguardaron en el cobertizo.



Nombre \_\_\_\_\_

## Comprehension reader

### A Escribe la palabra que completa la oración.

1. Las tropas no podían ver bien a causa de la niebla.  
a. lluvia      b. oscuridad      c. niebla
2. En Quiamare, Bolívar engañó a los españoles  
fingiendo tener cientos de soldados.  
a. huyeron      b. fingiendo      c. emprendieron
3. Las tropas querían retroceder debido a las condiciones duras.  
a. pelear      b. descansar      c. retroceder

### B Contesta.

1. ¿Por qué Bolívar y sus soldados cruzaron los Andes?

Possible answer: Querían llevar la independencia a la gente que vivía al otro lado de las montañas.

2. ¿Cómo describe Palomo Blanco a su amo?

Possible answer: Palomo Blanco dice que es valiente y decidido.

3. ¿Qué seis países liberó Bolívar con su ejército?

Venezuela, Colombia, Panamá, Perú, Bolivia y Ecuador.



Nombre \_\_\_\_\_

## Vocabulario

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- C Completa las oraciones con las palabras del recuadro.

cobertizo      título      hazaña      ferocidad

1. Bolívar recibió el \_\_\_\_\_ de El Libertador.
2. El perro ladró con \_\_\_\_\_.
3. La guerra de independencia fue una gran \_\_\_\_\_.
4. Los animales se resguardaron en el \_\_\_\_\_.



Nombre \_\_\_\_\_

## Comprendión lectora

### A Escribe la palabra que completa la oración.

1. Las tropas no podían ver bien a causa de la \_\_\_\_\_.  
a. lluvia      b. oscuridad      c. niebla
2. En Quiamare, Bolívar engañó a los españoles  
\_\_\_\_\_ tener cientos de soldados.  
a. huyeron      b. fingiendo      c. emprendieron
3. Las tropas querían \_\_\_\_\_ debido a  
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