

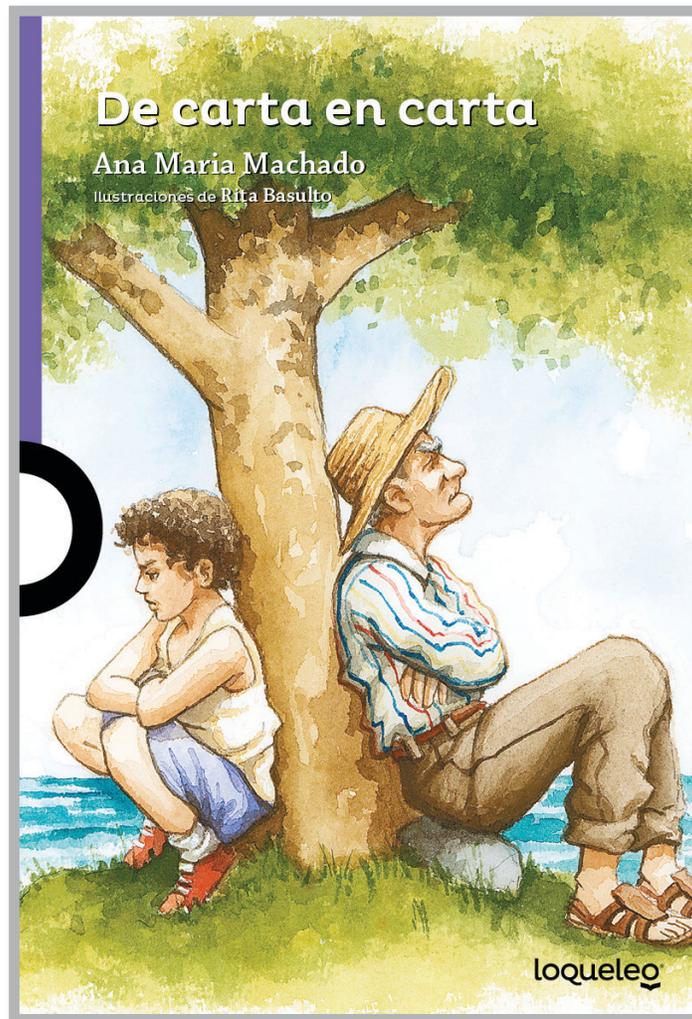
**LESSON PLAN AND ACTIVITIES**

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

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Author: **ANA MARÍA MACHADO**

Illustrator: **RITA BASULTO**



**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level N / Lexile Level 630L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Literary Text: Realistic Fiction

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Use context clues to understand the meaning of unfamiliar words.
- ➔ Distinguish the sounds of the vowels and diphthongs when reading regularly spelled one-syllable or multisyllable words.
- ➔ Identify and interpret character's actions.
- ➔ Identify author's purpose in writing a text.
- ➔ Make inferences about character's motives.
- ➔ Identify community issues and propose possible solutions.
- ➔ Conduct an opinion poll about local issues.
- ➔ Write a paragraph about a community helper, comparing and contrasting information from two sources.

## MATERIALS

- ➔ *Análisis de un personaje*,  
*Tabla de dos columnas*,  
*Tabla de tres columnas*  
(Graphic Organizers #1, #30, and #31)\*
- ➔ flash cards

## SUMMARY

Pepe doesn't want to go to school so he stays home helping his grandfather, José, a gardener. One day, Pepe becomes angry with José and decides to write him a letter. He goes to the town scribe, Miguel, who writes the unkind letter for him, on the condition that Pepe goes to school. Through a series of letters and the intervention of the scribe, Pepe and his grandfather reconcile, Pepe goes back to school, and José receives his pension.

## STANDARDS

**SLAR CCSS** RL 2.1, RL 2.2, RL 2.3, RL 2.6, RL 2.7, RL 2.10, RF 2.3.a, RF 2.4, W 2.1, W 2.2, W 2.6, W 2.7, W 2.8, SL 2.1, SL 2.2, SL 2.6, L 2.1, 2.2, L 2.3, L 2.4, L 2.6

**SLAR TEKS** 2.2.A.iii, 2.2.B, 2.2.D, 2.3.A–C, 2.4.A, 2.5.B, 2.6.A, 2.9.B, 2.12.A, 2.16.C, 2.17.A–D, 2.19.B, 2.21.A, 2.22.A, 2.23.A.iv, 2.25.A, 2.25.C, 2.26.A, 2.28.A, 2.29.A, 2.30.A

**NCSS** III. People, Places, and Environments; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions; X. Civic Ideals and Practices

**Social Studies TEKS** 2.11.A–B, 2.12.A, 2.13.B

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



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**absurdo** – *que no tiene sentido* / absurd

**enfadar (enfadarse)** – *enojarse o ponerse de mal humor* / to get angry

**escardar** – *arrancar los cardos y malas hierbas de un campo cultivado* / to weed

**estrechas(os)** – *que tienen poca anchura* / narrow

**portazo** – *golpe que da la puerta al cerrarla o al cerrarse bruscamente* / slam

**rezongando (rezongar)** – *protestar en voz baja* / grumble

**rumiando (rumiar)** – *pensar en algo por un rato, con detenimiento* / ruminate

**víspera** – *el día anterior* / day before

### Advanced Vocabulary

**antiguamente** – *hace mucho tiempo* / long ago

**clientes; clientela** – *personas que utilizan los servicios de un profesional* / clients; clientele

**coloniales** – *de las colonias de un país; de la época cuando América Latina era parte de España* / colonial

**cotizó (cotizar)** – *pagar una cantidad de dinero al gobierno para recibir una pensión* / to contribute

**gobierno** – *conjunto de instituciones y personas que gobiernan un país* / government

**pensión** – *dinero que reciben al mes los jubilados o pensionistas* / pension

**pensionista** – *persona que recibe una pensión* / pensioner

**derecho** – *posibilidad que tenemos para hacer, recibir o pedir algo* / right

## 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., *antagonista, protagonista, diptongo*) and instruction words, such as *une, contesta, organiza*.
- ➔ Have students take turns explaining new vocabulary in their own words by having them say what the words mean. Encourage them to use context clues and illustrations from the book.
- ➔ Review with students the sounds of the vowels in Spanish. Explain that in Spanish there are *vocales débiles*—*i* and *u*—and *vocales fuertes*—*a, e, and o*. Then say: *Cuando hay dos vocales juntas, una fuerte (a, e, o) y una débil (i, u), se forma un diptongo. Cuando hay dos vocales débiles (i, u), también se forma un diptongo. Los diptongos se pronuncian en una sola sílaba.* Write the following words on the board, underlining the diphthongs, and read them aloud with students: *ciudad, nieto, abuelo, cuatro, dio, cuidar*. Ask students to find additional examples in the text (i.e., *patios*, p. 8; *escuela*, p. 10).
- ➔ Tell students that authors use words to create pictures in our minds. Point out that the author used the following words when talking about *Pepe*: *enfadarse, rezongar, and rumiar*. Ask: *¿Qué les indican estas palabras acerca de la manera de ser de Pepe?* (What do these words suggest about Pepe's personality?) Describe common situations, such as having to do homework or clean up a mess. Ask: *¿Qué haría Pepe?* (What would Pepe do?), and have students respond using the appropriate vocabulary words.
- ➔ Distribute a set of vocabulary cards to each pair of students. Have them conduct a word sort, using the following categories: *palabras de enojo, palabras sobre el pueblo, palabras sobre el gobierno, and palabras únicas* (angry words, town words, government words, and unique words). ✓

## READING

### PRE-READING

- ▶ Explain to students that realistic fiction is a genre in which the author narrates a fictional story whose characters face situations and problems that real people encounter every day.
- ▶ Have students look at the title and cover of the book. Ask: *¿De qué creen que va a tratar este libro?* (What do you think this book is about?)
- ▶ Tell them that they are going to read a story about a boy and his grandfather who have trouble getting along, and who need the help of a scribe to work things out.
- ▶ Distribute the three-column charts (Graphic Organizer #31). Have students write the names *Pepe*, *Abuelo José*, and *Miguel* at the top of each column. Tell students they will complete the organizer with their observations about each character as they read the book.

### READING

- ▶ Read the text aloud. Then have students read aloud 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.
- ▶ Project the chart labeled with each of the three main characters. Reread pages 9–11 and ask: *¿Qué notan acerca de Pepe? ¿Y del abuelo José?* (What do you notice about Pepe? And grandpa José?) Jot responses on the chart for students to copy. Ask them what they notice about Pepe's parents and siblings. Explain that they are minor characters in the story, and not really part of the action.
- ▶ Reread page 15, starting with the fifth line and continuing through the first paragraph on page 16. Ask students: *¿Qué notan acerca de Miguel? ¿En qué se diferencia Miguel de José y Pepe?* (What do you notice about Miguel? How is he different from José and Pepe?) *¿Están de acuerdo con su opinión sobre los padres de Pepe? Expliquen su respuesta.* (Do you agree with his opinión about Pepe's parents? Explain your answer.) Jot students' responses about Miguel on the three-column chart to model the process.
- ▶ Reread José's letter to Pepe, pages 20–22. Ask: *¿Qué más aprendieron acerca de José en esta carta?* (What else did you learn about José from this letter?) *¿Qué opinan de la decisión de Miguel de fingir sobre el contenido de la carta de Pepe?* (What is your opinion about Miguel's decision to make something up about the content of Pepe's letter?) *¿Qué más aprendieron acerca de Miguel?* (What else did you learn about Miguel?)
- ▶ Reread pages 28 and 29, starting with Pepe's letter. Ask students: *¿Qué cambios han notado en Pepe? ¿Qué los pudo haber causado?* (What changes did you notice in Pepe? What could have caused them?) Enter comments in the appropriate column of the chart for students to copy.
- ▶ Reread page 39 and ask: *¿Por qué creen que Pepe no se convirtió en un escribidor? ¿Qué pueden inferir acerca de su carácter?* (Why do you think that Pepe didn't become a scribe? What can you infer about his character?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then have the 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: *¿Qué hace un escribidor?* (What does a scribe do?) *¿Sobre qué discutieron Pepe y José?* (What did Pepe and José argue about?) *¿Qué le pidió Miguel a Pepe que hiciera?* (What did Miguel ask Pepe to do?)

### 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: *¿Por qué crees que los padres de Pepe lo dejaron quedarse en casa?* (Why do you think Pepe's parents let him stay home?) *¿Qué pensó Miguel acerca del hecho de que Pepe no supiera escribir?* (What did Miguel think about Pepe not being able to write?) *¿Por qué crees que Miguel cambió los mensajes de las cartas?* (Why do you think that Miguel changed the messages in the letters?)

### 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: *¿Cuál fue la primera palabra que Pepe aprendió a escribir?* *¿Por qué crees que aprendió esa palabra, en vez de su propio nombre?* (What was the first word Pepe learned to write? Why do you think he learned that word, instead of his own name?) *Basado en el texto, ¿qué puedes concluir acerca de Miguel como persona?* (Based on the text, what can you conclude about the kind of person Miguel was?) *Lee la última página del texto. ¿Quién crees que escribió este cuento? ¿Por qué?* (Read the last page of the text. Who do you think wrote the story? Why?)

## POST-READING

- ▶ Have students identify their favorite character from the story and complete a character's analysis chart (Graphic Organizer #1). ✓
- ▶ Remind students that the main character in a story is called the protagonist (*protagonista*) and that the person who opposes him or her is called the antagonist (*antagonista*). Ask: *¿Quién es el protagonista en "De carta en carta"?* *¿El antagonista? Expliquen su respuesta con ejemplos del texto.* (Who is the protagonist in *De carta en carta*? The antagonist? Explain your answer with examples from the text.) ✓
- ▶ Have students reread the chart that they completed during reading. Ask: *¿Cómo cambiaron los tres personajes principales del cuento?* (How did the three main characters of the story change?) Explain that when we study how a character changes in the course of a story, we are studying character development and that authors often use these changes to teach the reader important lessons about life. Ask: *¿Qué lecciones nos quiere enseñar la autora sobre cómo debemos comportarnos, con cada uno de los tres personajes principales?* (With each of the three main characters, what lessons does the author want to teach us about how we should behave?)



## ▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Hold a class meeting about school or community issues, such as litter on the playground, dangerous sidewalks, or abandoned buildings. Have students identify the official who could address the issue (school principal, mayor, city council, etc.).
- ▶ Have students survey the second grade classes about the issue, asking if they agree or disagree that the problem they identified needs attention. Have them use a two-column chart (Graphic Organizer #30) to tally responses and then present the results.
- ▶ Have students write a letter or an e-mail to the official identified in the first activity. It should identify the problem, present a solution, and thank the official for his/her time and attention.

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students research three community helpers, using library and Internet resources. Work with them to complete a three-column chart (Graphic Organizer #31), using the following attributes: *Ayudante comunitario*, *Trabajo que hace*, and *Cómo ayuda a la gente*. Next, have students write a brief paragraph about one of the helpers. Tell students to revise, edit, and then publish and share their writing with their class. 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 Une la palabra con su significado.

- |                 |                         |
|-----------------|-------------------------|
| 1. absurdo      | a. hace mucho tiempo    |
| 2. enfadarse    | b. de poca anchura      |
| 3. antiguamente | c. que no tiene sentido |
| 4. estrecha     | d. ponerse de mal humor |

### B Identifica las palabras con diptongo. Sepáralas en sílabas.

recuerdo realidad iglesia escritorio preocupe cualquier

re-cuer-do, i-gle-sia, es-cri-to-rio, cual-quier

### C Completa las oraciones con las palabras del recuadro.

pensión coloniales escribano clientes

1. Los clientes se quejaron cuando la tienda subió los precios.
2. Mi abuelo ya no trabaja, él recibe una pensión cada mes.
3. Hay casas coloniales de dos pisos y patios interiores.
4. El escribano ayuda a las personas a escribir sus cartas.



Nombre \_\_\_\_\_

## Comprensión lectora

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

1. José y Pepe reñían porque Pepe no quería escardar.  
a. ir a colegio                      b. escribir                      c. escardar
2. Miguel le puso a Pepe una condición, a cambio de escribirle una carta.  
a. una tarea                      b. una condición                      c. un castigo
3. Don José le pagó con flores a don Miguel.  
a. dinero                      b. flores                      c. monedas
4. Pepe le escribió al gobernador para pedir la pensión para su abuelo.  
a. la pensión                      b. el jardín                      c. la hamaca

### B Contesta.

1. ¿Por qué estaba feliz el abuelo José al final del cuento?

Possible answers: Porque recibió su pensión. Porque se reconcilió con su nieto.

2. ¿Cuál fue la lección más importante que aprendió Pepe en este cuento? Usa un ejemplo del texto para apoyar tu respuesta.

Possible answer: La lección más importante que aprendió fue respetar a su abuelo. Pepe sintió que debía ayudar a su abuelo a obtener su pensión.



Nombre \_\_\_\_\_

## Vocabulario

### A Une la palabra con su significado.

- |                 |                         |
|-----------------|-------------------------|
| 1. absurdo      | a. hace mucho tiempo    |
| 2. enfadarse    | b. de poca anchura      |
| 3. antiguamente | c. que no tiene sentido |
| 4. estrecha     | d. ponerse de mal humor |

### B Identifica las palabras con diptongo. Sepáralas en sílabas.

recuerdo realidad iglesia escritorio preocupe cualquier

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### C Completa las oraciones con las palabras del recuadro.

pensión coloniales escribano clientes

1. Los \_\_\_\_\_ se quejaron cuando la tienda subió los precios.
2. Mi abuelo ya no trabaja, y él recibe una \_\_\_\_\_ cada mes.
3. Hay casas \_\_\_\_\_ de dos pisos y patios interiores.
4. El \_\_\_\_\_ ayuda a las personas a escribir sus cartas.



Nombre \_\_\_\_\_

## Comprensión lectora

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

1. José y Pepe reñían porque Pepe no quería \_\_\_\_\_.  
a. ir a colegio                      b. escribir                      c. escardar
2. Miguel le puso a Pepe \_\_\_\_\_, a cambio de escribirle una carta.  
a. una tarea                      b. una condición                      c. un castigo
3. Don José le pagó con \_\_\_\_\_ a don Miguel.  
a. dinero                      b. flores                      c. monedas
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