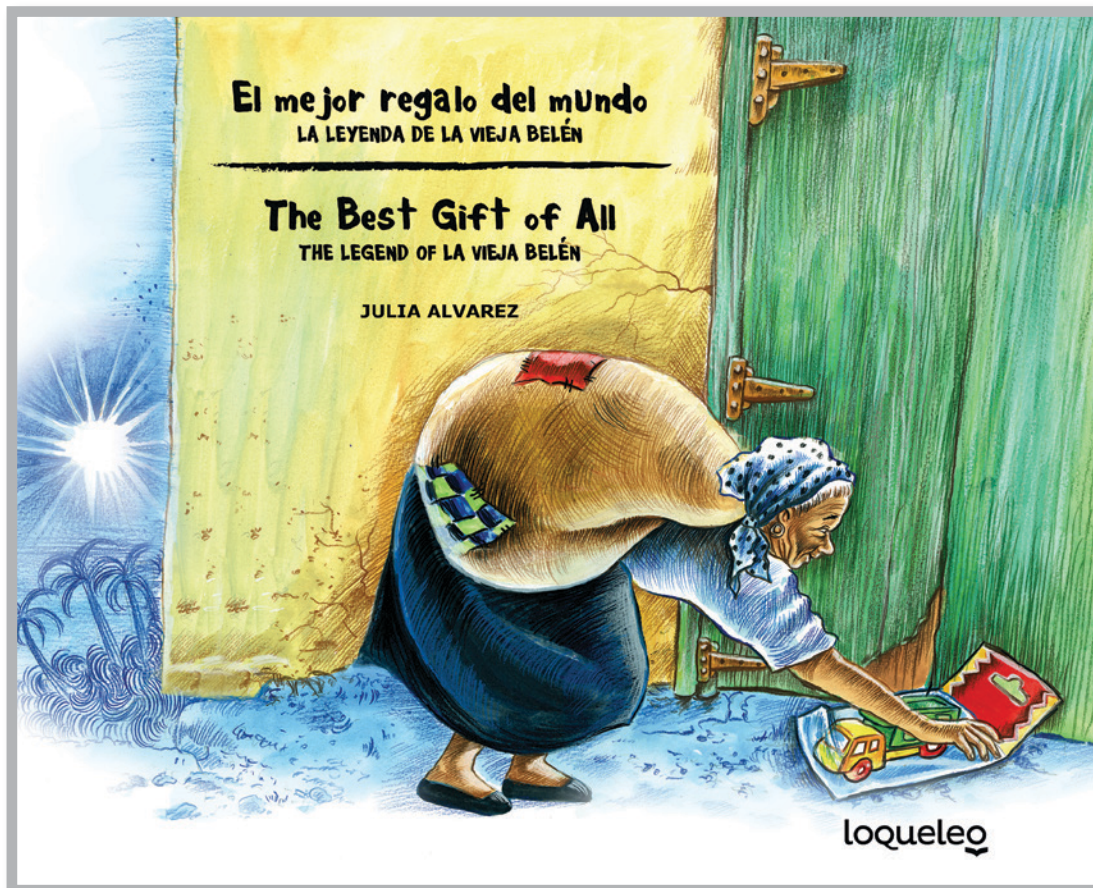


**LESSON PLAN AND ACTIVITIES**

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 L / Lexile Level N/A Poetry

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Literary Text: Narrative Poem

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Infer and predict the topic of a book.
- ➔ Set a purpose for reading.
- ➔ Identify the structure and characteristics of poems.
- ➔ Identify the moral of a story.
- ➔ Identify a hyperbole.
- ➔ Use word structure to identify the meaning of unfamiliar words.
- ➔ Explore word relationships and use words learned through reading.
- ➔ Present information.
- ➔ Understand the relationship between poetry and music.
- ➔ Write a response poem.

## MATERIALS

- ➔ map of the Caribbean, showing the Dominican Republic
- ➔ flash cards
- ➔ construction paper
- ➔ pencils, markers, crayons, scissors, and glue
- ➔ *Mensaje del autor, Tabla de dos columnas* (Graphic Organizers #20 and #30)\*

## SUMMARY

Long ago, an old and kind woman kept herself very busy. She cleaned her house, cooked for her family, tended to her guests, and kept things in order. *La Vieja Belén*—as she was called—was so busy that she did not have time to sit down and talk to people. But that changed one day, when three mysterious kings visited her. In this story, based on a folktale from the Dominican Republic, we learn about what is really important in life.

## STANDARDS

**SLAR CCSS** RL 2.1, RL 2.2, RL 2.3, RL 2.4, RL 2.7, RL 2.10, RF 2.3, RF 2.4, W 2.3, W 2.4, W 2.5, W 2.7, W 2.8, W 2.10, SL 2.1, SL 2.2, SL 2.3, SL 2.4, L 2.1, L 2.2, L 2.3, L 2.4.b, L 2.4.d, L 2.6

**SLAR TEKS** 2.2.A, 2.2.F, 2.2.J, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.A, 2.6.A, 2.7.A, 2.11.A, 2.12.A, 2.13.A, 2.14.B, 2.15.B, 2.17.A, 2.17.B, 2.17.C, 2.17.E, 2.18.B, 2.21.A.(iii), 2.22.B, 2.23.D, 2.24.B, 2.25.B, 2.25.C, 2.27.A, 2.28.A, 2.29.A, 2.30.A

**NCSS** I. Culture; IV. Individual Development and Identity

**Social Studies TEKS** 2.5.A, 2.6.A–B, 2.16.A–B, 2.18.A–B, 2.18.E, 2.19.A–B

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



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**aliento** – *respiración* / breath  
**ardía (arder)** – *estar una cosa encendida o quemándose* / to burn  
**arrollador(a)** – *que domina, muy fuerte* / overwhelming  
**bullía (bullir)** – *moverse mucho, no parar* / to bustle  
**ceder** – *dejar de resistirse u oponerse a algo; decir que sí* / to give in  
**desabrido(a)** – *sin sabor* / tasteless  
**deslumbrante** – *que ciega porque tiene una luz muy fuerte, o que impresiona* / blinding  
**eterno(a)** – *para siempre* / everlasting  
**intenso(a)** – *de mucha intensidad; fuerte* / powerful  
**manso(a)** – *tranquilo* / calm

### Advanced Vocabulary

**doquiera** – *en cualquier lugar* / wherever  
**fulgor** – *resplandor, brillo intenso* / brightness  
**gesta** – *conjunto de hazañas* / heroic deed  
**halo** – *cercos o aros de luz* / halo  
**huésped** – *persona que se aloja en una casa que no es la suya* / guest  
**lustraba (lustrar)** – *sacar brillo* / to polish  
**monarca** – *rey, soberano* / monarch  
**pesebre** – *especie de cajón donde comen los animales* / manger

## 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 (e.g., *hipérbole, moraleja, prefijo, rima, verso*) and instruction words, such as *compara, explica, observa, predice*.
- ➔ Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Have students compare and contrast their definitions with the class.
- ➔ Tell students that a prefix is a word part that is attached before a word stem to form a new word. One common prefix is *des-*, which means “opposite of” or “absence of.” Point out the prefix *des-* in the word *deslumbrante* and explain that by adding this prefix to the word *lumbre* (light), we change its meaning to *algo que ciega o deja ciego por un momento a quien lo ve* (something that blinds). Have students apply the same strategy to determine the meaning of these words in the text: *descansaba* (p. 7), *desorden* (p. 18), *descubierto* (p. 24), *desaparecido* (p. 30).
- ➔ Tell students that a diminutive is a word that is used to describe an object as small or to express affection. Explain that suffixes are groups of letters that are added at the end of words to change their meaning. The suffixes *-ito(a)* and *-illo(a)* are used in Spanish to form the diminutive of a word. For example, *viejita* is formed by the base word *vieja* (old woman) and the suffix *-ita*. Have students apply the same strategy to other words (e.g. *ratito*, p. 7; *chiquillo*, p. 13; *pueblito*, p. 30).
- ➔ Explain that compound words are formed by two smaller words. Point out the word *doquiera* and explain that it is made up of *donde* (shortened to “do”) and *quiera*. Ask students to explain the meaning of these compound words in the context of the reading: *mediodía* (p. 4), *quehaceres* (p. 20).
- ➔ Play a “pin the prefix on the word” game with students. Show students a flash card of a base word. Ask students to add the prefix *des-* and then guess the meaning of the new word. Tell them to use a dictionary to confirm their predictions.

## READING

### PRE-READING

- ▶ Discuss gift-giving traditions with students. Ask: *¿En qué celebraciones suelen recibir ustedes regalos? (At which celebrations do you usually get gifts?) ¿Cómo se presentan o se dan esos regalos? (How are those gifts introduced or given?) ¿Qué tipos de regalos les gustan más? ¿Por qué? (What kinds of gifts do you like best? Why?)*
- ▶ Read the title and the author's name. Have students view the illustrations and help them “read” the illustrations. Then ask: *¿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?) ¿Creen que se divertirán leyéndolo? (Do you think you will have fun reading it?)*

### READING

- ▶ Focus students' attention on the text on page 4, and tell them that this book is a narrative poem—a poem that tells a story. Explain that through poetry, poets express their feelings and experiences. Have students skim through the two stanzas on page 4, and then ask: *¿En qué idioma está escrita la primera mitad de la página? ¿Y la segunda mitad? (In which language is the first half of the page written? And the second half?) ¿Qué tipo de libro es: bilingüe o monolingüe? (What type of book is it: bilingual or monolingual?)*
- ▶ Review with students the structure and characteristics of poems. Explain that poems are usually divided into stanzas (*estrofas*), which consist of several verses (*versos*), or lines. Tell students that the repetition of sounds at the end of a verse is called rhyme (*rima*). There are two types of rhymes in Spanish, but concentrate on perfect rhyme (*rima consonante*) at this stage. Point to two examples of rhyme in the first four verses: *llamaba – acababa* and *mediodía – ardía*. Then read the stanza aloud to model pronunciation, intonation, and rhythm. After a second reading, ask: *Señalen los dos últimos versos de la estrofa. ¿Qué dos palabras riman en esos versos? (Point to the last two verses of the stanza. Which two words rhyme in those verses?) Digan las dos palabras en voz alta. ¿Qué sonidos se repiten? (Say the two words aloud. Which sounds are repeated?)*
- ▶ Do a choral reading of the Spanish text on pages 7–16 to help students appreciate the rhyme and rhythm of poetry. Then have students get together with a classmate for a second reading. Have them focus on meaning this time. Ask these or similar questions to monitor students' comprehension and to help them make inferences and predictions: *¿Cuáles son algunas actividades que realiza la Vieja Belén? (What are some activities La Vieja Belén does?) Completen esta oración: Podemos inferir que para la Vieja Belén era muy importante... (Complete this sentence: We can infer that ... was very important for La Vieja Belén.) ¿A qué invitaron los reyes a la Vieja Belén? (To what did the kings invite la Vieja Belén?) ¿Creen que la Vieja Belén aceptará la invitación? ¿Por qué creen eso? (Do you think la Vieja Belén will accept the invitation? Why do you think that?)*
- ▶ Distribute an author's message chart (Graphic Organizer #20) to pairs of students. Then have students do a partner read-aloud of pages 18–27. As they read, ask pairs to complete the chart, except for the last question (i.e., *¿Cuál es el mensaje?*) Once pairs have finished reading, come together as a class and have students retell or summarize the story. Were their predictions correct? Invite students to tell whether the ending surprised them.

#### 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: *¿Por qué estaba la Vieja Belén siempre ocupada?* (Why was La Vieja Belén always busy?) *¿Quiénes la visitaron?* (Who visited her?) *¿Qué decidió hacer ella después de la visita?* (What did she decide to do after the visit?)

### AT-LEVEL STUDENTS

- Read the text aloud with students. Then have them read the text with a partner.
- Ask these or similar questions: *¿Para qué cosas no tenía tiempo la Vieja Belén?* (What did La Vieja Belén not have time to do?) *¿Por qué estaba distraída después de la visita de los reyes?* (Why was she distracted after the kings visited?) *¿Qué acciones muestran su distracción?* (What actions show her distraction?) *¿Qué decidió hacer la Vieja Belén?* (What did she decide to do?)

### ABOVE-LEVEL STUDENTS

- Encourage above-level readers to do an independent reading.
- Ask these or similar questions: *¿Cómo era la Vieja Belén al principio del poema?* (What was La Vieja Belén like at the beginning of the poem?) *Explica: “¡Un banquete sin amigos es manjar desabrido!”* (p. 15). (Explain: “A banquet without friends is like a tasteless delicacy!”) *¿Cómo cambió la Vieja Belén al final del poema?* (How did La Vieja Belén change at the end of the poem?) *¿Qué la hizo cambiar?* (What caused her change?)

## POST-READING

- ▶ Explain that a moral (*moraleja*) is the lesson that the reader obtains from a story. Have students take out their author’s message chart from the Reading section and work together as a class to complete the last question. Read page 27 again with students and then ask: *¿Qué aprendió La Vieja Belén de los reyes?* (What did La Vieja Belén learn from the kings?) *¿Cuál es la moraleja esta historia?* (What is the moral of this story?) *¿Qué palabras de la autora lo dicen?* (Which of the author’s words tell you that?) ✓
- ▶ Explain that hyperbole (*hipérbole*) is an exaggeration. Poets use hyperbole for emphasis or to call the reader’s attention to something. Read aloud this example: “*Viajó muchos años, y siglos de siglos*” (p. 22). Then ask: *¿Cuántos años hay en un siglo?* (How many years are there in a century?) *¿Por qué es esto una hipérbole?* (Why is this hyperbole?) *¿Qué quiere decir en realidad la poetisa?* (What is the poet actually trying to say?)
- ▶ Distribute a two-column chart (Graphic Organizer #30) to pairs of students and have them label the columns as follows: *Hipérbole*, *¿Qué quiere decir la poetisa?* Ask pairs to reread pages 24 and 27, and complete their charts with a hyperbole from each page (i.e., *eterna aventura* and *mil quehaceres*). Next, call on different pairs of students to explain what each hyperbole really means and to act out the meaning. ✓
- ▶ Check with students if their predictions were correct. Then revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) 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

- ▶ Show students a map of the Caribbean and call on a volunteer to locate the Dominican Republic. Then read aloud pages 30 and 31. Focus on the main message (students do not need to understand all the details). Next, divide the class into three groups and have each group research one of the gift-giving traditions of the Dominican Republic (i.e., Christmas Day, Three Kings Day, and La Vieja Belén). Suggest reference materials. Distribute construction paper and have students in each group work collaboratively to create a poster about their assigned gift-giving tradition. Encourage students to divide the tasks so that each member of the group has a different responsibility (e.g., note-taker, illustrator, researcher, presenter). Finally, have groups present their posters. As students report to the class, have them use complete sentences and the applicable domain-specific vocabulary. ✓
- ▶ Ask students to do an online research about the Dominican Republic and then draw the map of the country, its flag, and make a list of typical foods.
- ▶ Ask students to think of two important events in the story. Then have them get together in small groups and discuss their choices. Next, have groups decide on one of the events to act it out in front of the class. Allow for rehearsal time and then have students perform their scene. After each performance, ask the class to identify the event and explain its importance in the story.

## WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use their charts and the text to think of ideas for a response poem. Remind students of the importance of rhythm in poetry. Have them include one hyperbole in their poems. Students might attempt to rhyme some of the verses, but that is not a requirement at this stage. 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. Invite students to read their poems aloud, and have the rest of the class tap out the rhythm with percussion instruments. ✓



### 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. aliento | a. no parar     |
| 2. bullir  | b. tranquilo    |
| 3. eterno  | c. fuerte       |
| 4. intenso | d. respiración  |
| 5. manso   | e. para siempre |

### B Fíjate en el prefijo des- y marca con una X si la definición es cierta (C) o falsa (F).

- |                                                         | C                                   | F                                   |
|---------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1. Si algo es <b>deslumbrante</b> , ciega.              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. Si hay <b>desorden</b> , todo está organizado.       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3. Si algo ha <b>desaparecido</b> , sabemos dónde está. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4. Si algo es <b>desabrido</b> , no tiene sabor.        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

Corrige las definiciones incorrectas.

Si hay desorden, no hay organización.

Si algo ha desaparecido, no sabemos dónde está.

### C Forma palabras compuestas y escribe la definición.

día    donde    hacer    quiera    medio    que

- mediodía : la mitad del día
- dondequiera : en cualquier lugar
- quehacer : tarea que hay que hacer



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Subraya los pares de palabras que riman.

Hasta hoy continúa su búsqueda intensa,  
y si a un niño pobre se encuentra, ella piensa:

“¿Será éste el rey de los pobres, acaso?”.

Y deja un regalo en la puerta, de paso.

Porque ha descubierto, en su eterna aventura,  
que vive un monarca en cada criatura.

Escribe un verso que rime con uno de los versos de arriba.

*Answers will vary, but last word of verse must end with –ensa, –aso, or –ura*

**B** Contesta.

1. ¿Qué tipo de quehaceres realizaba la Vieja Belén al comienzo?

*Ella lavaba, cosía, trapeaba, barría, lustraba el calzado.*

2. ¿A quién buscaban los reyes? ¿Qué regalos llevaban?

*Buscaban al rey de los pobres, que había nacido en un pesebre. Llevaban oro, mirra e incienso.*

3. ¿Qué hace ahora la Vieja Belén? *Possible answer: Ella continúa buscando*

*al rey de los pobres. Les deja regalos a los niños y se sienta a hablar con ellos.*

**C** Encierra en un círculo la hipérbole. Explica qué quiere decir la poetisa.

“Viajó muchos años, y siglos de siglos”. (pág. 22)

*Possible answer: fue un viaje muy largo, que duró mucho tiempo*





Nombre \_\_\_\_\_

## Vocabulario

### A Une la palabra con su significado.

- |            |                 |
|------------|-----------------|
| 1. aliento | a. no parar     |
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### B Fíjate en el prefijo des- y marca con una X si la definición es cierta (C) o falsa (F).

- |                                                         | C                        | F                        |
|---------------------------------------------------------|--------------------------|--------------------------|
| 1. Si algo es <b>deslumbrante</b> , ciega.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Si hay <b>desorden</b> , todo está organizado.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Si algo ha <b>desaparecido</b> , sabemos dónde está. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Si algo es <b>desabrido</b> , no tiene sabor.        | <input type="checkbox"/> | <input type="checkbox"/> |

Corrige las definiciones incorrectas.

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### C Forma palabras compuestas y escribe la definición.

día

donde

hacer

quiera

medio

que

1. \_\_\_\_\_ :
2. \_\_\_\_\_ :
3. \_\_\_\_\_ :



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Subraya los pares de palabras que riman.

Hasta hoy continúa su búsqueda intensa,  
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Escribe un verso que rime con uno de los versos de arriba.

\_\_\_\_\_

**B** Contesta.

1. ¿Qué tipo de quehaceres realizaba la Vieja Belén al comienzo?

\_\_\_\_\_

2. ¿A quién buscaban los reyes? ¿Qué regalos llevaban?

\_\_\_\_\_

\_\_\_\_\_

3. ¿Qué hace ahora la Vieja Belén? \_\_\_\_\_

\_\_\_\_\_

**C** Encierra en un círculo la hipérbole. Explica qué quiere decir la poetisa.

“Viajó muchos años, y siglos de siglos”. (pág. 22)

\_\_\_\_\_