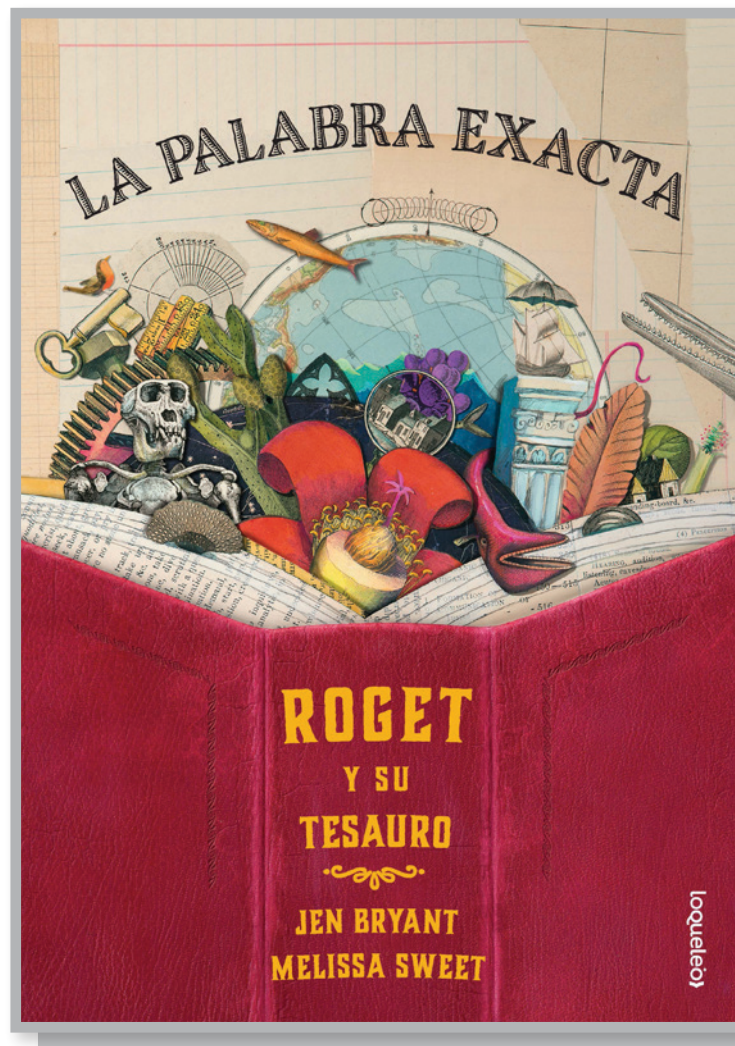


LESSON PLAN AND ACTIVITIES

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

Author: **JEN BRYANT**

Illustrator: **MELISSA SWEET**



Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level P / Lexile Level 690L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Biography

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- 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 synonyms 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
- *Tabla de dos columnas, Diagrama de Venn* (Graphic Organizers #6 and #30)*

SUMMARY

When Peter Mark Roget was young, books were his best companions. Peter began writing his own book at a very young age—but he didn't write stories; he wrote lists of words and their meanings. Peter organized the words in such a way that anyone could find the proper word for their exact situation. His lists grew and grew, eventually turning into one of the most important reference books of all time: a *thesaurus*, which means "treasure" in Latin. This book celebrates the power of words.

STANDARDS

CCSS TEKS RL 2.10, RI 2.3, RI 2.4, RF 2.3, W 2.5, W 2.6, W 2.10, SL 2.5, L 2.1, L 2.2, L 2.4E

SLAR TEKS 2.2.F, 2.20.A, 2.27.A, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.B

NGSS 2-LS4-1, 3-LS4.D

NCSS II. Time, Continuity, and Change; IV. Individual Development and Identity

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

absolutamente – *de manera total, completamente / absolutely*
se acurrucó (acurrucarse) – *encogerse para protegerse del frío o estar a gusto / to snuggle*
adolescente – *persona que está entre la niñez y la adultez / teenager*
se agotaron (agotarse) – *terminarse algo / to run out*
anaqueles – *estantes / shelves*
convicción – *seguridad en lo que se cree / certainty*
garabatos – *letras mal hechas o rayas que no significan nada / scrawls*
pacientes – *personas atendidas por un médico / patients*
se graduó (graduarse) – *obtener un título escolar / to graduate*

Advanced Vocabulary

bibliografía – *lista de las publicaciones relacionadas con un tema / bibliography*
camarote – *cabina o habitación de barco / stateroom*
concisa(o) – *breve y precisa / brief*
conforme – *a medida que, mientras / while*
ganga – *mercancía barata / bargain*
hileras – *filas / rows, lines*
malvado(a) – *malo / evil*
sinceros(as) – *honestos / honest*
tímido(a) – *penoso, corto de ánimo / shy*
escritorio – *mueble para escribir y guardar papeles / desk*
sitios – *lugares / places*

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, such as *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 context clues and pictures as they come up with their own definitions. Have students compare and contrast their definitions with the class. 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 hay palabras con significados múltiples como “agotado”, que se refiere a que se acabaron los libros disponibles, no a estar cansado.* (In this book there are many words with multiple meanings. For example, *agotado* means that the book is sold out, not that it is tired.) Point to similar words in the book, like *acuerdo* (p. 22) and *duro* (p. 24).
- Have students look for synonyms—words that have the same or very similar meanings—for the following vocabulary words (answers are in parentheses): *adolescentes* (*muchachos*, p. 25), *hileras* (*fila india*, p. 25), *sitio* (*lugar*, p. 23).
- Play a predict and confirm game. Use the Advanced Vocabulary and the glossary to create flash cards. Show students a flash card and have them use the pictures and context clues in the book to predict the meaning of the word. Then ask students to use a dictionary to confirm their predictions.

READING

PRE-READING

- ▶ Explain that many times we can't say or write what we really mean because we can't find the exact word that describes it. Say: *Menciona dos maneras en que puedes mejorar tu vocabulario para expresarte mejor.* (Name two ways you can improve your vocabulary in order to express yourself better.)
- ▶ Read aloud the title of the book. Have students look at the illustrations and help them "read" the illustrations. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Con qué propósito creen que el autor escribió el libro?* (What do you think is the author's purpose for writing the book?) Write students' predictions on the board to check if they were correct after the reading.

READING

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Discuss with students the text structure of this book. Elicit that the book is divided into two sections. The first section informs about Roget's life and about his life work, it is his biography. Go through the rest of the book and explain that in the second part, we find a detailed list of the most important events in Roget's life, along with notes from the author and the illustrator, which help us better understand the importance of Peter Mark Roget's work to the present day.
- ▶ Explain that you can organize words in many ways: by meaning, by shades of meaning, by use, by theme, by the physical locations in which they can be found, etc. Then elicit from students that they can classify words if they pay close attention to their surroundings. Say: *Menciona dos ejemplos de objetos que puedes clasificar en un mismo grupo, por su utilidad, en el salón de clases.* (Mention two examples of objects in the classroom you can classify in the same group, according to what they are used for). *Menciona ahora tres ejemplos de objetos que puedes clasificar en el mismo grupo, por su color, en el salón de clases.* (Mention now three examples of objects in the classroom that you can classify in the same group by their color.)
- ▶ Tell students that illustrations allow them to gather and see information more quickly. Have students look at the illustration on page 18. Then ask: *¿De qué manera nos ayuda la ilustración a tener una idea de cómo eran las listas de Roget?* (How does the illustration help us get an idea of what Roget's lists looked like?) Have students look at the illustration on page 30. Then ask: *¿Cómo te ayuda la ilustración a saber qué otros elementos incluía Roget en sus listas y descripciones? ¿Son útiles? ¿Por qué?* (How does the illustration help you know what other elements Roget included in his lists and descriptions? Are those useful? Why?)
- ▶ Read the text aloud. Then have students read along with you. Encourage above-level readers to do an independent reading. Have students point to the illustrations, then ask: *¿Cómo se llama el libro de listas que creó Roget? ¿Cómo lo hizo y cuánto se demoró en hacerlo?* (What is the name of the book of lists created by Roget? How did he do it and how long did he work on it?)
- ▶ Have students read the section *Lista de Eventos Principales* aloud one time. Ask them to look at the dates on the left of the page to have a better idea of how the events were classified. Elicit from students that authors use graphic features and timelines to enhance comprehension and to make facts clearer. Ask students to explain how this feature helps them to better understand the content.



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have students chorally repeat after you.
- Have above-level students read with below-level students to act as tutors/mentors.
- Allow students to provide short phrases or incomplete sentences as answers. Ask these or similar questions: *¿Cómo se llama el libro de Peter?* (What is Peter's book called?) *¿De qué se graduó Peter?* (What did Peter graduate from?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities. Ask these or similar questions: *Según el libro, ¿para qué sirve el tesoro? Si escribieras uno, ¿qué palabras incluirías en una categoría llamada "En el cielo"?* *¿Por qué?* (According to the book, what is the thesaurus used for? If you were to write one, what words would you include in a category called *En el cielo*? Why?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar comprehension questions: *¿Por qué crees que Roget no quiso escribir cuentos?* (Why do you think Roget didn't want to write stories?) *¿Te gustaría tener un tesoro? ¿Por qué?* (Would you like to have a thesaurus? Why?) *¿Qué otros libros son parecidos a los tesoros? ¿Cómo los usas en el salón de clases?* (What other books are similar to a thesaurus? How do you use them in class?)

POST-READING

- ▶ Explain to students that authors have a purpose when they write an informational text. Reread the text and help students identify the author's purpose. *La autora quiere informarnos sobre la vida y la obra de Roget. También quiere explicarnos cómo se hace y se usa un tesoro.* (The author wants to inform us about Roget's life and work. She also wants to explain how a thesaurus is made and used.)
- ▶ Check with students if their predictions about the topic and the author's purpose were correct. Use questions like: *¿Crees que la autora logra su propósito? ¿Por qué?* (Do you think the author achieved her purpose? Why?) Have volunteers explain why each prediction was correct, incorrect, or partially correct. ✓
- ▶ Have students use a *Red de palabras* (Graphic Organizer #26) to create a mini-thesaurus entry with the words *En el agua* as the category. Students should also draw pictures or look on the Internet for photos or illustrations of the different things they can find in a body of water. Ask students to display and explain their mini-thesaurus to the class. ✓



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Have students read aloud pages 46 and 47. Tell them they are going to create an entry for the category “plants with flowers.” Ask students to explain the procedure they will follow to write the mini-thesaurus and what graphic elements they could use. Distribute index cards. Ask students to write their entries on the cards. Have the class discuss the entries that were different and have them use the entries to create a class mini-thesaurus for that category.
- Explain that a thesaurus could be about specific themes or matters. Have students conduct some research using the Internet about the types of thesaurus that exist. Have students work in pairs or groups to create a report, using information and vocabulary from the text as much as possible.
- Have students read the biographical parts of the book once more, and then complete a *Diagrama de Venn* (Graphic Organizer #6) to compare Roget’s Thesaurus to a dictionary. Encourage students to include as many details as possible about each type of book, such as: How are they alike and how are they different? When might you use one instead of the other? When might you use both? Students may consult the Internet or other resources available to learn more about both. ✓

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use the mini-thesaurus entry they created in the Pre-Reading section, the information from the book, and their presentations to write about a theme related to the words they wrote. Help students complete this activity by having them write words, phrases, or complete sentences on their own, per 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 Une la palabra con su significado.

- | | |
|----------------|-------------------------------|
| 1. sitios | a. que hacía ruido al moverse |
| 2. pacientes | b. pintarrajos |
| 3. se agotaron | c. lugares |
| 4. garabatos | d. seguridad |
| 5. convicción | e. no quedan más |
| 6. traqueteaba | f. que van a ver al médico |

B Encierra en un círculo la palabra o frase de significado similar.

- Marcos puso las galletas en el **estante** de la cocina.
sofá anaquel cajón
- El cachorro se **acurrucó** junto su madre.
durmió encogió recostó
- El carro avanzaba **traqueteando** por el camino.
cautelosamente haciendo ruido silenciosamente
- Mario es un **adolescente** listo.
adulto niño joven
- El **escritorio** de mi papá es muy bonito.
mueble estante librero



Nombre _____

Comprensión lectora

A Clasifica las siguientes palabras según su utilidad.

camarote librero tienda de campaña
anaquel armario escritorio habitación

Para dormir	Para guardar cosas
camarote	librero
tienda de campaña	anaquel
habitación	armario

B Escoge la palabra o frase que completa la oración.

1. Peter comenzó a escribir su propio libro de listas
a los 8 años.

recetas

historias

listas

2. A Peter le encantaba ordenar las palabras por
categorías.

garabatear

ordenar

leer

C Busca en el libro dos palabras que sean sinónimos de “exacta”.

Answers will vary.



Nombre _____

Vocabulario

A Une la palabra con su significado.

- | | |
|----------------|-------------------------------|
| 1. sitios | a. que hacía ruido al moverse |
| 2. pacientes | b. pintarrajos |
| 3. se agotaron | c. lugares |
| 4. garabatos | d. seguridad |
| 5. convicción | e. no quedan más |
| 6. traqueteaba | f. que van a ver al médico |

B Encierra en un círculo la palabra o frase de significado similar.

- Marcos puso las galletas en el **estante** de la cocina.
sofá anaquel cajón
- El cachorro se **acurrucó** junto su madre.
durmió encogió recostó
- El carro avanzaba **traqueteando** por el camino.
cautelosamente haciendo ruido silenciosamente
- Mario es un **adolescente** listo.
adulto niño joven
- El **escritorio** de mi papá es muy bonito.
mueble estante librero



Nombre _____

Comprensión lectora

A Clasifica las siguientes palabras según su utilidad.

camarote librero tienda de campaña
anaquel armario escritorio habitación

Para dormir	Para guardar cosas

B Escoge la palabra o frase que completa la oración.

1. Peter comenzó a escribir su propio libro de _____
a los 8 años.

recetas

historias

listas

2. A Peter le encantaba _____ las palabras por
categorías.

garabatear

ordenar

leer

C Busca en el libro dos palabras que sean sinónimos de “exacta”.
