



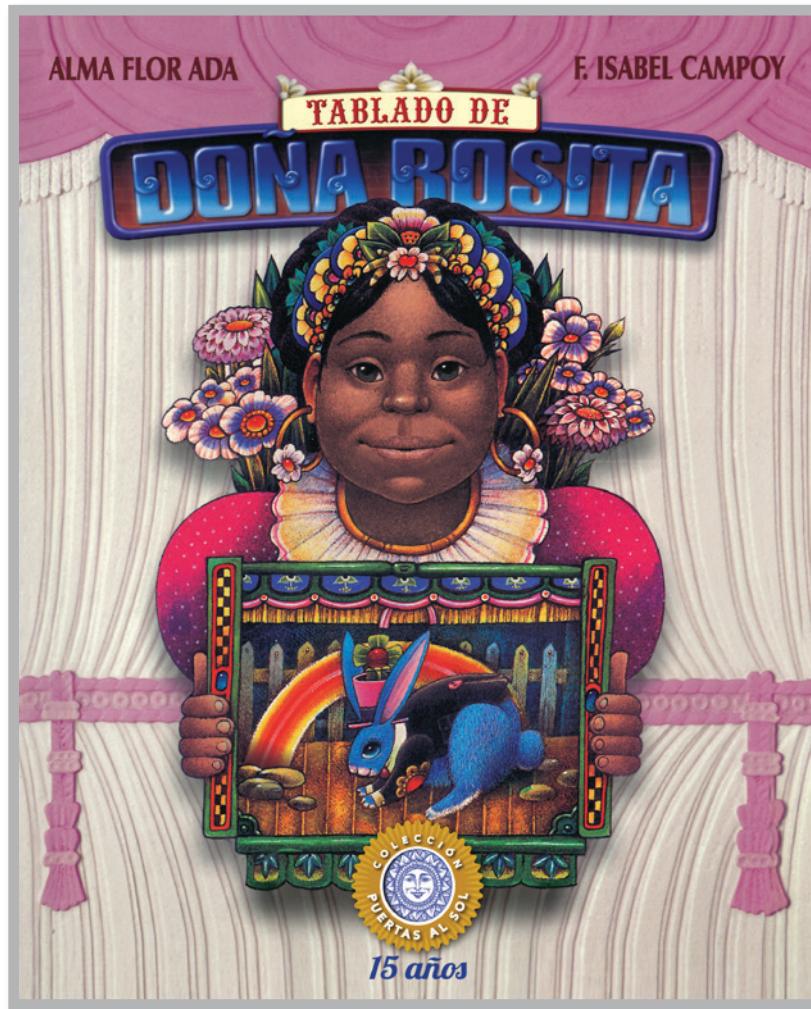
GRADE 2

## 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 P / Lexile Level N/A Drama

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



## TEXT TYPE

Literary Text: Drama

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



## OBJECTIVES

- ▶ Use context clues to understand the meaning of unfamiliar words.
- ▶ Distinguish diphthongs when reading and pronounce them correctly.
- ▶ Identify the elements of fairy tales and legends.
- ▶ Distinguish fact from fantasy.
- ▶ Identify the author's intended message.
- ▶ Perform a reader's theater play.
- ▶ Read with sufficient accuracy and fluency to support comprehension.
- ▶ Research about diversity in different habitats and create a poster to present findings.
- ▶ Research about Nicaraguan author Rubén Darío.
- ▶ Compare a folk legend to a scientific fact.
- ▶ Dramatize a folk legend.

## MATERIALS

- ▶ Construction paper, scissors, glue as needed for costumes and scenery (optional)
- ▶ Internet search results for *leyendas del arco iris*
- ▶ *Diagrama de Venn, Tabla de cinco columnas*  
(Graphic Organizers #6 and #33)\*

## SUMMARY

*Margarita* is based on the Nicaraguan poem of the same name, in which a princess cuts a star from the sky for a brooch. Her father orders her to return it, but the Sun allows her to keep it. In *La siesta del arco iris*, all of the colors argue about who is the best. Moradón proposes a parade. It rains, the rainbow appears, and they are friends again. *La gata con botas* retells the famous fairy tale of Puss in Boots, about a poor boy whose cat, wearing a hat and boots, helps him marry the King's daughter.

## STANDARDS

**SLAR CCSS** RL 2.1, RL 2.2, RL 2.6, RL 2.7, RL 2.9, RL 2.10, RF 2.3.a, RF 2.3.f, RF 2.4, W 2.2, W 2.7, W 2.8, SL 2.1, SL 2.2, SL 2.6, L 2.1a, L 2.1.c, L 2.2, L 2.4.a, L 2.6

**SLAR TEKS** 2.2.A.iii, 2.2.B, 2.3, 2.4, 2.5.B, 2.6.A, 2.8, 2.17.A, 2.17.E, 2.19, 2.21, 2.26, 2.28.A, 2.29, 2.30

**NCSS** I. Culture

**NGSS** 2-LS4-1

**Social Studies TEKS** 2.15.A–B, 2.18.B–C, 2.18.E, 2.19.A–B

**Science TEKS** 2.9.C

**Health TEKS** 2.10.E

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



## VOCABULARY

### INSTRUCTIONAL FOCUS:

Academic Vocabulary

- asomándose (asomarse)** – ver o dejarse ver por un hueco, una abertura o por detrás de algo / to peek out
- campiñas** – campo; sobre todo, los terrenos llanos dedicados al cultivo / fields
- capricho** – deseo de hacer o tener algo sin motivo o necesidad / whim
- despistado(a)** – distraído / distracted
- primorosa(o)** – bella, delicada / exquisite
- resplandor** – luz o brillo muy intenso / radiance; brilliance
- te arrepentirás (arrepentirse)** – sentir pena por haber hecho una cosa o por no haberla hecho / to regret

### Advanced Vocabulary

- arrebol** – color rojo en el rostro / red glow
- azahar** – flor blanca del naranjo que se utiliza para hacer perfumes / orange blossom
- carroza** – coche grande y lujoso, tirado por caballos / carriage
- ensoñadoramente** – como si estuviera soñando / dreamily
- esencia** – perfume muy concentrado / essence
- marqués** – título que poseen algunas personas que pertenecen a la nobleza / marquis
- molino** – edificio con aspas donde se muele el trigo / windmill
- ogro** – gigante de los cuentos infantiles que se alimenta de carne humana / ogre
- orondo(a)** – satisfecho, contento / self-satisfied
- público** – las personas que ven un espectáculo / public; audience

## 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., *narrador*, *personaje*, *vocales*, *diptongo*) and instruction words, such as *enumera*, *une*, *contesta*.
- ▶ Ask students to explain in their own words what each word means. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book.
- ▶ Tell students that in plays, the author writes both the dialogue and instructions for the actors. Point out the words *asomándose* and *ensoñadoramente*. Have students show their understanding by explaining or demonstrating what the characters should do.
- ▶ Review with students the sounds of the vowels in Spanish. Explain that there are *vocales débiles* and *vocales fuertes*. The *vocales débiles* are *i* and *u*. The *vocales fuertes* are *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 la misma sílaba.* Write the following words on the board: *siesta*, *traigan*, *ruido*, *suena*, *cuando*. Demonstrate how to break the word into syllables by drawing lines between each one: *sies-ta*, *trai-gan*, *rui-do*, *sue-na*, *cuan-do*. Have students pronounce the syllables and then blend them together to form the word. Ask students to find additional examples of diphthongs in the text like *cuento* (p. 6), *lirios* (p. 8), *baile* (p. 10).
- ▶ Form two teams and play “Password.” Give a word from the vocabulary list (the “password”) to one of the players. He or she then gives a one-phrase clue to a partner from the same team, who must attempt to guess the word. Alternate between the two teams.

## ► READING

### PRE-READING

- ▶ 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 three plays or dramas that are related in a very special way.
- ▶ Explain to students that drama is a literary genre that is meant to be read aloud and acted out. Fairy tales and legends are short stories with fantasy characters, and they usually contain magic or magical explanations of natural events.
- ▶ Distribute the five-column charts (Graphic Organizer #33). Have students label the columns as follows: *Obra de teatro*, *Problema*, *Cómo se resolvió*, *Lo que es real*, *Lo que es fantasía* (Play, Problem, How It Was Resolved, What Is Real-Life, What is Fantasy). Tell them they will complete the organizer with their observations as they read the book.

### READING

- ▶ Read the text aloud. Then 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.
- ▶ Reread page 5. Ask: *¿Por qué las autoras eligieron este poema para el comienzo del libro?* (Why did the authors put this poem at the beginning of the book?) Discuss with students how playwrights need to set the stage for a performance.
- ▶ Reread page 12. Ask: *¿Por qué entrisce la princesa?* (Why was the Princess sad?) *¿Qué hizo el Rey Sol? ¿Cómo lo saben?* (What did the Sun King do? How do you know?)
- ▶ Reread pages 18–21. Ask: *¿Qué pasó cuando llegó la lluvia? ¿Qué aprendieron los colores? ¿Qué evidencia hay en el texto que apoye tu respuesta?* (What happened when the rain came? What did the colors learn? What evidence is there in the text to support your answer?)
- ▶ Before reading *La gata con botas*, read the headings for each of the six acts of the play and ask: *¿Por qué esta obra de teatro tiene seis actos? ¿Qué pueden inferir sobre la obra?* (Why does this play have six acts? What can you infer about this play?)
- ▶ Reread Act 6 of *La gata con botas* and then ask: *¿Cómo engañó la gatita al ogro?* (What was the trick the cat played on the ogre?) *¿Qué opinan ahora sobre la herencia que recibieron los tres hijos del molinero? ¿Cuál de los tres recibió la mejor? ¿Por qué?* (What do you think now about the three sons' inheritance from the miller? Which of the three received the best one? Why?)

#### 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 questions: *¿Con qué hizo su preñedor la princesa?* (What did the princess make her pin of?) *¿Por qué dejaron de ser amigos los colores?* (Why did the colors stop being friends?) *¿Qué le llevó la gata al rey?* (What did the cat bring to the king?)

### 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 questions: *¿Por qué se enojó el rey con la princesita?* (Why was the king upset with the princess?) *¿Te parece justo que Juan recibiera de su papá solo una moneda de oro y la gata? Explica tu respuesta.* (Do you think it was fair that Juan received only a gold coin and a cat from his father? Explain your answer.)

### 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 questions: *¿Por qué se llama el poema "Margarita" y no "La Princesa desobediente"?* *¿Quién es Margarita?* (Why the poem is called "Margarita" instead of something like "The Disobedient Princess"? Who is Margarita?) *¿Por qué dice el arco iris que es un espejo?* (Why did the rainbow say it was a mirror?) *Basado en el texto, ¿cuál es tu conclusión acerca de la gata?* (Based on the text, what is your conclusion about the cat?)

## Post-Reading

- ▶ Divide the class into three groups and have them prepare a reader's theater performance of each of the plays. Assign the different roles to students and give them time to rehearse as a group. ✓
- ▶ Return to the five-column charts from the Pre-Reading activity. Be sure that students have completed it. Have them work in pairs or groups of three to compare and contrast the three plays based on the information they entered in their charts. Then have students write a brief paragraph presenting their conclusions about what is different and what is similar in the three stories. ✓



## ► CONNECTION WITH CONTENT AREAS: SCIENCE, SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Discuss with students the main idea of *La siesta del arco iris*. Elicit that no color is better than the others and each one of them contributes to the beauty of the rainbow. Explain that diversity is part of nature: There are many different kinds of living things in any habitat, and this is the same for all habitats that can be found on our planet on land and in water. Have students work in groups and assign a different biome to each group. Ask groups to research their biomes and create a list of at least ten different kinds of animals and ten different kinds of plants living in each environment. Have groups create posters to show the diversity in every biome. The posters should include a drawing or picture of every living thing on their lists, along with their names and a short description. Some biomes that could be included are freshwater, wetlands, ocean, tundra, forest, rain forest, grasslands, and desert.
- ▶ Revisit the introduction to *Margarita* on page 6, and point out that this play is based on a poem written by a Nicaraguan poet named Rubén Darío. Explain that Nicaragua is a country located in Central America where people speak Spanish, and Rubén Darío is considered one of the most important authors in Spanish-language literature. Have students conduct research on Rubén Darío and write a short biography of this author.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Divide students into groups to read folk legends about the origin of the rainbow (for example, from the Guarani culture, one from Mexico, Galicia, or a Native American legend), and an informational text about how rainbows are formed. Have them complete a Venn diagram (Graphic Organizer #6) comparing their legend to the scientific fact. Tell students to write a short summary based on the information in their diagram and present the information to the class. Then have groups act out the folk legends for the 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. asomándose | a. lugar donde se muele el trigo     |
| 2. ogro       | b. bella, delicada                   |
| 3. molino     | c. dejándose ver                     |
| 4. primorosa  | d. flor blanca del naranjo           |
| 5. azahar     | e. gigante de los cuentos infantiles |

### B. Lee las palabras. Divídelas en sílabas y encierra en un círculo el diptongo.

- |             |                         |
|-------------|-------------------------|
| 1. fuego    | fue <sup>o</sup> -go    |
| 2. lluvia   | llu- <sup>v</sup> ia    |
| 3. cuidado  | cui <sup>d</sup> a-do   |
| 4. palacio  | pa-la- <sup>c</sup> io  |
| 5. auxilien | au-xi- <sup>l</sup> ien |
| 6. ruido    | rui <sup>d</sup> o      |
| 7. paisaje  | pai <sup>s</sup> a-je   |

### C. Completa las oraciones.

1. Las vocales fuertes son a, e, o.
2. Las vocales débiles son i, u.



Nombre \_\_\_\_\_

## Comprensión lectora

### A Encierra en un círculo la respuesta correcta.

1. La princesita quería la estrella para decorar  
una flor. **un prendedor.** una linterna.
2. A Blanquita no le gustaba el color azul, porque era  
triste. lindo. **aburrido.**
3. Moradón propuso hacer  
una carrera. un concurso. **un desfile.**
4. El ogro vivía en un  
**castillo.** molino. carruaje.

### B Contesta.

1. ¿Por qué se enojó el rey con su hija, la princesa?

Possible answers: El rey se enojó porque la princesa le desobedeció. El rey tenía miedo de que el rey Sol se enojara.

2. ¿En qué país nació el poeta que escribió "Margarita"?

El poeta nació en Nicaragua.

3. ¿Qué lección aprendieron los colores? Usa un ejemplo del texto para apoyar tu respuesta.

Possible answer: La lección más importante que aprendieron los colores fue que no debían pelear. El texto dice que cuando pelearon, empezó a llover.



Nombre \_\_\_\_\_

## Vocabulario

### A. Une la palabra con su significado.

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### B. Lee las palabras. Divídelas en sílabas y encierra en un círculo el diptongo.

1. fuego \_\_\_\_\_
2. lluvia \_\_\_\_\_
3. cuidado \_\_\_\_\_
4. palacio \_\_\_\_\_
5. auxilien \_\_\_\_\_
6. ruido \_\_\_\_\_
7. paisaje \_\_\_\_\_

### C. Completa las oraciones.

1. Las vocales fuertes son \_\_\_\_\_.
2. Las vocales débiles son \_\_\_\_\_.



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Encierra en un círculo la respuesta correcta.

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