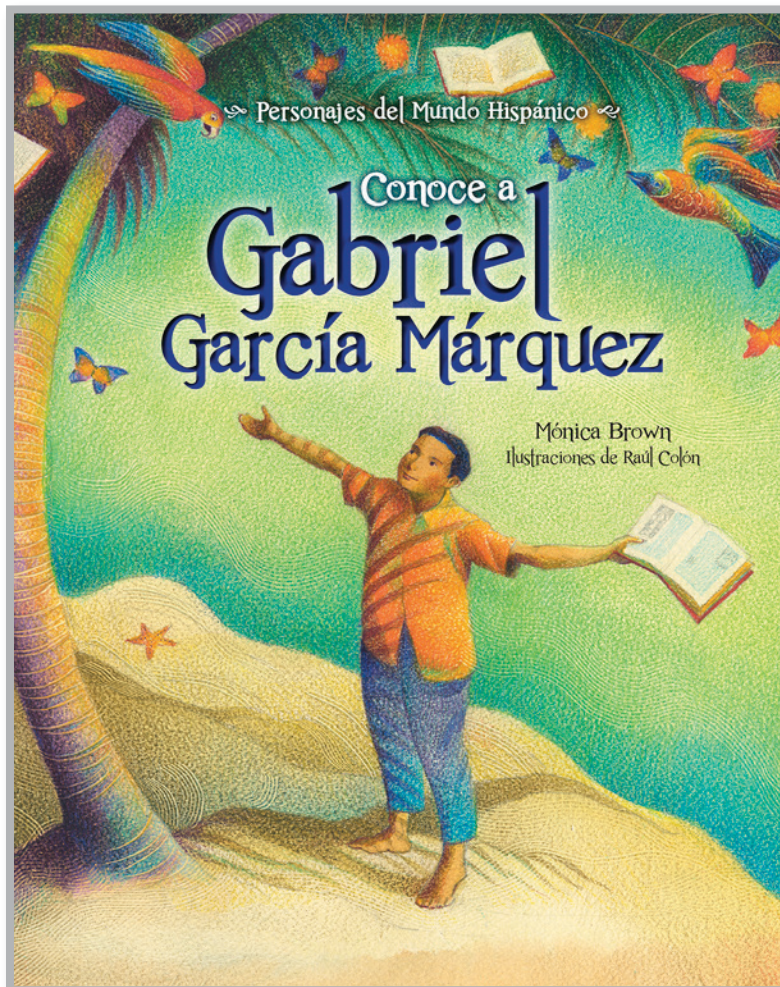


LESSON PLAN AND ACTIVITIES

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 N / Lexile Level 810L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Biography

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Infer and predict the topic and genre of a book.
- Set a purpose for reading.
- Explain suffixes and their meanings to deepen vocabulary understanding.
- Define, identify, and write with verbs to clarify meaning.
- Ask and answer questions about the text to deepen understanding.
- Identify author's purpose in writing a biography.
- Identify fact and opinion.
- Organize information on a timeline.
- Present information.
- Write to synthesize information.

MATERIALS

- index cards
- *Tabla de dos columnas, Línea cronológica* (Graphic Organizers #30 and #15)*
- map of South America
- construction paper
- drawing materials: pencils, paper, markers, crayons, etc.

SUMMARY

This book introduces Gabriel García Márquez. The reader learns about this great writer's childhood in the small Colombian town of Aracataca. It was this childhood, full of ghosts and larger-than-life characters, which fueled García Márquez's imagination and served as inspiration for his literary work. This book is an invitation to let our imaginations fly as García Márquez did through his stories.

STANDARDS

SLAR CCSS RI 3.1, RI 3.4, RI 3.5, RI 3.6, RI 3.7, RI 3.10, RF 3.3.a, RF 3.3.c, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.1, SL 3.3, SL 3.4, SL 3.6, L 3.1.a, L 3.1.c, L 3.3, L 3.4.b, L 3.6

SLAR TEKS 3.1.D, 3.1.E, 3.2.B, 3.2.C, 3.3, 3.4.A, 3.13.A, 3.13.B, 3.17.B, 3.17.D, 3.20.A, 3.22.A.i, 3.22.C, 3.23.B.i, 3.24.D, 3.27, 3.28, 3.29.A, 3.30, 3.31

Social Studies TEKS 3.3.A-B, 3.5.D, 4.15

NSSS II. Time, Continuity, and Change; III. People, Places, and Environments; IV. Individual Development and Identity

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



VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

aficionado(a) – *que le gusta mucho alguna actividad* / enthusiastic about
aletear – *mover las alas sin volar* / to flap
ardiente – *muy caliente* / burning
exigir – *pedir o demandar algo enérgicamente* / to demand
extraño(a) – *raro, diferente* / strange
familia numerosa – *familia que tiene muchos hijos* / large family
mecer – *mover o balancear algo lentamente en el mismo lugar* / to rock
mecedora – *silla con brazos que se balancea hacia delante y hacia atrás* / rocking chair
otorgar – *conceder o dar algo, como un premio* / to award
rumbo – *dirección o camino que se sigue* / direction, way

Advanced Vocabulary

continente – *gran extensión de tierra separada por océanos* / continent
cosechar – *recoger los frutos de una plantación* / to harvest
novela – *obra de literatura que narra sucesos imaginarios* / novel
novelista – *persona que escribe novelas* / novelist
obra maestra – *creación destacada y muy importante* / masterpiece
periodista – *persona que escribe para un periódico* / journalist
plantación – *finca grande donde se cultivan plantas de una misma clase* / plantation

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., *afijo*, *sufijo*, *sustantivo*, *verbo*) and instruction words, such as *explica*, *compara*, *contrasta*, and *resume*.
- Organize a Think-Pair-Share activity for the vocabulary words. Have students think about each word for a moment. Then ask them to write about their understanding of the word on an index card (one card for each word). Next, have students get together with a classmate to compare their understanding of the word. Finally, have students share their knowledge of the word by creating a visual representation (on the back of the card) in order to teach it to others.
- Tell students that affixes (*afijos*) are word parts that are attached before or after a word stem to form a new word, and that they have their own meaning. Explain that the suffix (*sufijo*) *-ista* is added to certain nouns to talk about a person's profession. Point out the words *novelista* and *periodista* on the vocabulary list and discuss the professions to which these words refer. Then have students determine the nouns from which these two profession words are derived (*novela*, *periódico*). Next, give students the following list of nouns and have them come up with the professions: *arte* (*artista*), *deporte* (*deportista*), *humor* (*humorista*), *piano* (*pianista*), *taxi* (*taxista*), *violín* (*violínista*).
- Remind students that we use verbs to express actions, and that verbs (in the infinitive form) end in *-ar*, *-er*, or *-ir*. Have them identify the five verbs on the vocabulary list (*aletear*, *cosechar*, *exigir*, *mecer*, *otorgar*) and use the illustrations in the text, pantomimes, or sketches to clarify their meaning.
- Play a memory game. Have students create two sets of playing cards for the vocabulary words. Then place the two decks of cards face down on a table and start the game. If a player gets a matching pair of cards, he/she can keep them, provided he/she explains what the word means and uses it in a sentence. The player with the most matching cards is the winner.

READING

PRE-READING

- ▶ Talk with students about their favorite works of fiction. Ask: *¿Cuál es tu historia de ficción favorita?* (What is your favorite fictional story?) *¿De qué trata?* (What is the story about?) *¿Quién la escribió?* (Who wrote it?) *¿Qué sabes de ese escritor?* (What do you know about the writer?)
- ▶ Read the title and author's name. Tell students: *Esta es una biografía de Gabriel García Márquez, un escritor muy famoso. ¿Qué saben acerca de él? ¿Conocen otros escritores hispanos?* (This is a biography of Gabriel García Márquez, a very famous writer. What do you know about him? What other Hispanic writers do you know?)
- ▶ 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?)

READING

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Explain to students that the author's purpose in an informational text is always to inform or give facts. Sometimes authors also give opinions in their articles and books. In this book the author gives facts and also provides opinions about the life and work of Gabriel García Márquez.
- ▶ Read pages 2–6 aloud to familiarize students with the text and to model pronunciation and intonation. Read through the text the first time for flow. During a second reading, guide students to make inferences. Ask: *¿Por qué el mundo era un lugar mágico para Gabito? Citen ejemplos del libro.* (Why was the world a magical place for Gabito? Give examples from the book.) *¿Por qué es necesario tener una gran imaginación para ser un buen narrador de historias?* (Why is it necessary to have a great imagination to be a good storyteller?)
- ▶ Have students take turns reading aloud pages 8–27 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 that 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.
- ▶ After you have finished reading, ask students: *¿Qué ayudó a Gabito a desarrollar su imaginación?* (What helped Gabito develop his imagination?) Help students infer that Gabito's childhood had a direct impact on his writing. Divide the class into pairs and ask students to look for examples of how the experiences of his childhood fueled García Márquez's imagination and helped him to be a better writer. Invite pairs to share their examples with the class.
- ▶ Read and discuss pages 28–29 as a class. Ask students if they know of any of García Márquez's books or stories. If so, have them summarize the plot to the class. Encourage the class to discuss how García Márquez used his imagination in writing the story. If students are not familiar with García Márquez's writings, invite them to discuss other stories by Hispanic authors and discuss the role of imagination in creative writing.



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text several times and have students repeat chorally after you.
- Allow students to answer with short phrases or incomplete sentences.
- Ask these or similar questions: *¿Quién es Gabriel García Márquez?* (Who is Gabriel García Márquez?) *¿Dónde nació?* (Where was he born?) *¿Cómo fue su niñez?* (What was his childhood like?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to make inferences and predictions based on the text, using short sentences.
- Ask these or similar questions: *¿Qué tipo de historias le gustaba escribir a Gabito?* *¿Por qué le gustaban?* (What kind of stories did Gabito like to write? Why did he like them?) *¿Cómo era la relación de Gabito con sus abuelos? Da un ejemplo.* (What was Gabito's relationship with his grandparents like? Provide an example.) *¿Por qué crees que a tanta gente le gustan las historias de Gabriel García Márquez? Justifica tu opinión con ejemplos del libro.* (Why do you think so many people like Gabriel García Márquez's stories? Justify your opinion with examples from the book.)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Have students analyze and evaluate the text using complete and elaborate answers.
- Ask these or similar questions: *¿Por qué dice la autora que Gabito "tenía una imaginación vasta, fascinante y extravagante"?* *Da dos ejemplos que justifiquen esta opinión.* (Why does the author say that Gabito "had a vast, fascinating, and outlandish imagination"? Provide two examples that justify this opinion.) *¿Cómo le ayudaron a Gabito las experiencias de su niñez a ser un buen escritor?* (How did Gabito's childhood experiences help him to be a good writer?)

POST-READING

- ▶ Explain that a fact is a piece of information that can be proven true. For example: "*Gabriel García Márquez ha escrito más de treinta libros*" (p. 29). An opinion is what someone thinks or believes. For example: "*De grande, Gabito escribió las historias más emocionantes del mundo*" (p. 19). Point out the words *más emocionantes* and explain that this is the author's subjective belief. Ask: *¿Es esto una opinión o un hecho: "Gabito nació en el pueblo de Aracataca, Colombia"?* (p. 8) *¿Por qué?* (Is this an opinion or a fact: "Gabito was born in the town of Aracataca, Colombia"? Why?) *¿Es esto una opinión o un hecho: "Sus historias eran mágicas y asombrosas"?* (p. 19) *¿Por qué?* (Is this an opinion or a fact: "His stories were magical and amazing"? Why?)
- ▶ Distribute a two-column chart (Graphic Organizer #30) and have students label the columns *Hecho* and *Opinión*. Then have them reread pages 4, 8, 13, 14, 27 and locate four facts and four opinions, and list them in their charts. Next, have students get together with a classmate and compare and contrast their charts. Ask them to justify their choices. ✓
- ▶ 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?) *¿Con qué propósito creen que la autora escribió el libro?* (What was the author's purpose for writing this book?)



► CONNECTION WITH CONTENT AREAS: GEOGRAPHY, SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Have small groups of students consult a map of South America and copy the map of Colombia onto construction paper. Next, have them add details to their maps, such as main cities and geographical features. Then have groups research the town of Aracataca (Department of Magdalena) in northern Colombia, and locate it on their maps. Next, have students use the book's descriptions of Colombia to draw forests, mountains, and banana plantations in the appropriate areas of their maps (i.e., the mountains should be where the Andes cross Colombia; the forests should be in the east, where the Amazon rainforest is located; the banana plantations should be in northwestern Colombia, along the Caribbean Coast). Finally, have students present their maps and drawings to the class. Encourage students to use the vocabulary they have learned as they make their presentations. ✓
- Have students reread pages 28–29 at the end of the book. Explain that some biographies follow a timely order of events in a person's life; this is called "chronology." Distribute the chronological timeline (Graphic Organizer #15) and have students create their own timeline on which they list, in chronological order, the six details about García Márquez's life that they consider the most important. Invite volunteers to present their timelines to the class and explain their choices.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use their timelines and the information in the book to write a summary of the most important details in García Márquez's life. In their summaries, students should answer these questions: *¿Quién fue Gabriel García Márquez?* (Who was Gabriel García Márquez?) *¿Por qué es importante?* (Why is he important?) Suggest that they also look for images of García Márquez and his books. Direct students to sources of images (on the Internet or in reference books they may find in the library), and have them select two appropriate images to illustrate their summaries. Ask students to write captions for their images and to list the sources. Guide students through the writing process by supporting them in planning their writing, developing a draft, revising and editing it, and producing their final work. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. ✓



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 los siguientes verbos. Después escribe dos oraciones con dos de los verbos.

- | | |
|-------------|-------------------------------------|
| 1. exigir | a. balancear algo lentamente |
| 2. cosechar | b. mover las alas sin volar |
| 3. otorgar | c. recoger los frutos de una planta |
| 4. mecer | d. dar algo |
| 5. aletear | e. pedir algo enérgicamente |

Answers will vary.

Answers will vary.

B Escribe una oración con la profesión que se relaciona con cada sustantivo.

1. piano

Answer will vary but must contain the word pianista.

2. novela

Answer will vary but must contain the word novelista.

3. electricidad

Answer will vary but must contain the word electricista.

4. periódico

Answer will vary but must contain the word periodista.

C Explica el significado de “obra maestra”. Da un ejemplo.

Possible answer: *Obra maestra* es una creación muy importante; es decir, la mejor obra de un artista o de un escritor. Un ejemplo de obra maestra es la novela *Cien años de soledad* de Gabriel García Márquez.



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Quién fue Gabriel García Márquez?

Possible answer: Fue un escritor colombiano muy conocido. Recibió el Premio Nobel de Literatura.

2. ¿Cómo fue su infancia?

Possible answer: Se crió con sus abuelos en un pueblo de Colombia. En la casa vivían muchos familiares, un loro y, según su abuela, un fantasma.

3. Menciona dos libros de García Márquez.

Possible answer: *El amor en los tiempos del cólera*, *El coronel no tiene quien le escriba*

B Completa esta línea cronológica con detalles de la vida de García Márquez.

↑ 1927: Nació.
 1958: Se casó.
 1967: Escribió *Cien años de soledad*.
 ↓ 1982: Recibió el Premio Nobel de Literatura.

C Indica si se trata de un hecho o de una opinión.

	Hecho	Opinión
1. García Márquez trabajó como periodista.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Las novelas de García Márquez son fascinantes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Gabito era un niño muy simpático.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Gabito tenía un loro llamado Lorenzo.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Escribe un hecho y una opinión sobre García Márquez.

Hecho: Answers will vary, but must be something that can be proven.

Opinión: Answers will vary, but must show a subjective opinion.



Nombre _____

Vocabulario

A Une los siguientes verbos. Después escribe dos oraciones con dos de los verbos.

- | | |
|-------------|-------------------------------------|
| 1. exigir | a. balancear algo lentamente |
| 2. cosechar | b. mover las alas sin volar |
| 3. otorgar | c. recoger los frutos de una planta |
| 4. mecer | d. dar algo |
| 5. aletear | e. pedir algo enérgicamente |
- _____
- _____

B Escribe una oración con la profesión que se relaciona con cada sustantivo.

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4. periódico

C Explica el significado de "obra maestra". Da un ejemplo.



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Comprensión lectora

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↑ 1927: _____

1958: _____

1967: _____

↓ 1982: _____

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3. Gabito era un niño muy simpático.	<input type="checkbox"/>	<input type="checkbox"/>
4. Gabito tenía un loro llamado Lorenzo.	<input type="checkbox"/>	<input type="checkbox"/>

Escribe un hecho y una opinión sobre García Márquez.

Hecho: _____

Opinión: _____