

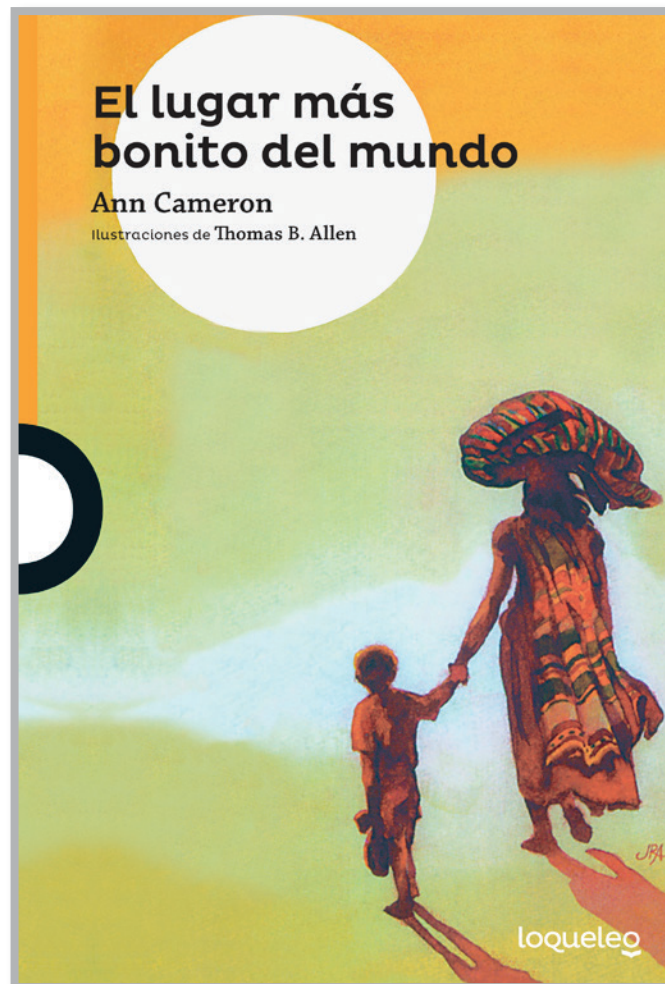
**LESSON PLAN AND ACTIVITIES**

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

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Author: **ANN CAMERON**

Illustrator: **THOMAS B. ALLEN**



**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level M / Lexile Level 880L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Literary Text: Novel / Realistic Fiction

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Infer and predict the topic of the book.
- ➔ Identify story message.
- ➔ Identify story structure and sequence of events.
- ➔ Understand characters by analyzing their actions.
- ➔ Use context clues to clarify the meaning of unfamiliar words, idioms, and figurative language.
- ➔ Use word part strategy to clarify meaning of compound words.
- ➔ Recount characters and plot details.
- ➔ Retell a story and speak in complete sentences when retelling steps.
- ➔ Give a descriptive presentation.
- ➔ Write a fictional narrative paragraph.

## MATERIALS

- ➔ flash cards, index cards
- ➔ *Diagrama de Venn*,  
*Tabla de tres columnas*  
(Graphic Organizers #6 and #31)\*
- ➔ paper, pencils, and crayons

## SUMMARY

Juan is a Guatemalan boy who lives in “the most beautiful town in the world.” Although his grandmother is very poor and his parents abandoned him, life has given him a reason to celebrate. Why is it important to fight for what we want?

## STANDARDS

**SLAR CCSS** RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.7, RL 3.9, RL 3.10, RI 3.4, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.10, SL 3.3, SL 3.4, SL 3.5, SL 3.6, L 3.1, L 3.4, L 3.5, L 3.6

**SLAR TEKS** 3.1.F, 3.1.H, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.B, 3.5.A, 3.8.A, 3.8.B, 3.10.A, 3.11.A, 3.12.A, 3.13.B, 3.13.C, 3.13.D, 3.14.A, 3.15.A, 3.15.B, 3.17.B, 3.18.A, 3.20.A, 3.20.C, 3.22.A, 3.24.C, 3.24.D, 3.27.A, 3.31.A

**Social Studies TEKS** 3.2.C, 3.4.B, 3.4.E

**NCSS** I. Culture; III. People, Places, and Environments; IV Individual Development and Identity; X. Civic Ideals and Practices

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



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**betún** – pasta para brillar zapatos / shoe polish

**cambio** – dinero que sobra cuando pagas

/ change

**cerrojo** – pieza de metal que se usa para cerrar y asegurar puertas y ventanas, pestillo / bolt

**culpa** – responsabilidad de quien ha hecho un daño / blame

**descorrer** – correr o abrir un cerrojo / to open

**fastidioso** – que molesta / annoying

**limpiabotas** – persona que trabaja limpiando y lustrando zapatos / shoe shiner

**lustrar** – dar brillo a algo / to polish

**no tener más remedio** – no tener otra opción / to have no other choice

**padrastra** – esposo de tu mamá que no es tu papá / stepfather

**por casualidad** – algo que pasa sin que lo busques / by chance

**por su cuenta** – solo, sin ayuda de otros / on his or her own

**rebozo** – mantilla, manto / shawl

**rendija** – espacio estrecho que se forma al abrir la puerta solo un poco / gap

### Advanced Vocabulary

**acarrear** – cargar / to carry

**agua corriente** – agua de la tubería, que no está estancada / running water

**aritmética** – parte de las matemáticas que estudia las operaciones con números / arithmetic

**enhorabuena** – felicidades / congratulations

**escarpado** – muy inclinado / steep

**mantener** – dar alimento y protección / to support

**reprochar** – quejarse con alguien por sus acciones / to reproach

## 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 and instruction words, such as *explica*, *describe*, *señala*.
- ➔ Have students take turns explaining new vocabulary in their own words. Encourage them to use context clues as they come up with their own definitions. You may also wish to have students give examples of what the words do not mean as a way of reinforcing comprehension. For example, read aloud the last paragraph on page 43. Then say: *En este párrafo, la palabra “cambio” significa “vuelto” o “dinero que sobra de un pago”. No significa “dejar una cosa por la otra”.* (In this paragraph, the word “change” means “money received in return.” It doesn’t mean “to exchange for another.”)
- ➔ Explain that compound words are words formed by at least two smaller words. Ask students to look for compound words in the story. Help them understand the meaning of those words in the context of the reading using word part strategy. For example, for *cualquiera* (anyone/anything): *La palabra “cualquiera” está formada por dos palabras: “cual”, que significa “el que” y “quiera” de “querer”. La palabra cualquiera significa “el que sea, alguno”.* Ask students to use the same strategy to find the definition of *enhorabuena* and *limpiabotas*.
- ➔ Tell students that idioms are words or phrases established by usage as having a meaning not predictable from those of the individual words (e.g., raining cats and dogs). Ask students to use context clues to predict the meaning of the idioms used in this book. Have them use a three-column chart (Graphic Organizer #31) and the labels *Frase*, *Mi definición*, *Definición correcta*.

## READING

### PRE-READING

- ▶ Ask students to look at the title and cover of the book. Ask them to infer and predict the topic of the book. Write their predictions on the board to check if they were correct after the reading.
- ▶ Explain to students that realistic fiction is a genre in which the author narrates a fictional story based on real life conditions, places, and problems.
- ▶ Read the title and the author's name. Have students look at the illustrations and help them "read" the illustrations. Ask: *¿Qué propósito crees que tenía la autora cuando escribió este libro?* (What do you think the author's purpose was for writing the book?) *¿Por qué crees que la autora eligió este título para su historia?* (Why do you think the author chose this title for her story?)
- ▶ Tell students that they will learn about the hard life of Juan, a Guatemalan boy abandoned by his parents. Distribute a three-column chart (Graphic Organizer #31) and ask students to label the columns *Lo que sé*, *Lo que quiero saber*, and *Lo que aprendí*. Have them add the characters in the first column using the information from the summary, and their own questions in the second column.

### READING

- ▶ Read the text aloud. Then have students read along with you. Encourage advanced readers to do an independent reading. Elicit from students that illustrations play a very important role when describing the ambience, characters, and events in a story. Point at the illustrations on pages 13 and 14. Then ask: *¿Es San Pablo un pueblo moderno? ¿Cómo lo sabes?* (Is San Pablo a modern town? How do you know?)
- ▶ Point to the illustration on page 21. Then ask: *¿Qué hace la abuela?* (What is the grandmother doing?) *¿Qué cocina?* (What is she cooking?)
- ▶ Have them visualize the illustration on page 29, then ask: *¿Qué puedes leer en la sábana de Juan?* *¿Por qué tiene esa palabra la sábana?* (What can you read on Juan's sheet? Why is that word on the sheet?)
- ▶ Tell students that the characters in a story are like real people; they have their own problems and opinions. Elicit from students that to formulate an opinion you must have facts to support them. Then ask: *¿Por qué dice la abuela que cualquier lugar puede ser el más bonito del mundo?* (Why does the grandma say that the most beautiful place in the world could be anywhere?)
- ▶ 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 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.
- ▶ Ask students to continue working with their chart from the Pre-Reading section. Have them add the new characters to the first column, more questions to the second column, and the answers to those questions in the third column.
- ▶ Ask students: *¿Qué personajes son positivos y cuáles son negativos? Explica tu respuesta.* (Which characters are positive and which are negative? Explain your answer.)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Allow students to answer with short phrases or incomplete sentences.
- Have advanced students read with emergent students to act as mentors/tutors.
- Ask these or similar questions to check their comprehension: *¿Quién es la mujer que aparece en la portada del libro?* (Who is the woman on the book cover?) For page 22 ask: *¿Dónde está la abuela?* (Where is the grandmother?) Señala el caldero. (Point to the pot.) For page 53 ask: *¿Qué lee Juan?* (What is Juan reading?)

### AT-LEVEL STUDENTS

- Read the text aloud 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 questions such as: *¿Por qué crees que cuando su madre le dice “Hola, Juan, ¿cómo estás?”, Juan comenta “...como si yo le importara algo.”?* (Why do you think that when his mother says “Hi, Juan, how are you?,” Juan says “...as if she cares about me?”) *¿Por qué la maestra decidió aceptar a Juan en la escuela?* (Why did the teacher agree to accept Juan in the school?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to analyze and evaluate the text, using complete and elaborate answers.
- Ask questions such as: *Juan aprendió a leer solo. ¿Qué cosas crees que puedes aprender tú solo? ¿Cómo lo harías?* (Juan learned to read by himself. What things do you think you can learn by yourself? How would you do it?) *¿Qué crees que va a ser Juan cuando sea mayor?* (What do you think Juan is going to be when he grows up?)

## POST-READING

- ▶ Explain to students that authors often use stories to send messages, denounce social injustice, or to give tips about life. Help students identify the story message: *“Debemos luchar por superarnos, no importa cuán grandes sean las dificultades.”* (“We must strive to improve ourselves, no matter how big the difficulties.”)
- ▶ Discuss the message of the book with students. Ask, for example: *¿Qué ayudó a Juan a superar su tristeza y tener esperanzas? Explica.* (What helped Juan overcome his sadness and have hope? Explain.) ✓
- ▶ Tell students that now you are going to check if their predictions were correct. Read their predictions and have volunteers explain why each prediction was correct, incorrect, or partially correct.
- ▶ Explain that an allegory is a story, poem, or phrase that can be interpreted to reveal a hidden meaning, typically a moral. Say: *El título del libro “El lugar más bonito del mundo” es una alegoría porque el significado literal del título no es lo que quieren decir sus palabras.* Ask students to make a short presentation to answer the question *¿Cuál es el verdadero “lugar más bonito del mundo” en este cuento?* (Which is the real “most beautiful place in the world” in this story?)
- ▶ Ask students to finalize their chart about Juan’s life. Have them add information to the third column with what they learned about how Juan overcame adversity and how people helped him.



## ▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Tell students that Guatemala has different laws, customs, and culture than the United States. Have them complete a Venn diagram (Graphic Organizer #6) to compare and contrast these countries, using the information they learned in this book. Ask them to list at least three similarities and three differences. ✓
- ▶ Ask students to imagine that Juan grows up to be the president of Guatemala. Then have students present to the class what Juan would do as president to help children like him. ✓

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use the information, the development of the characters, and their previous presentations to write a dialogue set in the future, between Juan—now a successful professional—and his grandmother. The paragraph should narrate what Juan did to become such a successful person, the role his grandma played in his success, and a solution to the problems he encountered in financing his university expenses. 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. ✓



### 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** Lee el siguiente pasaje en voz alta. Después, escribe el significado de la frase *darse cuenta*:

“Porque entonces yo **me daría cuenta** de que no me quería por mí, sino porque estaba ganando dinero para ella”.

Possible answer: Ver o comprender algo.

- B** Busca en el diccionario dos significados más de la palabra *cuenta*.

Escribe una oración con cada uno.

Possible answers: Juan cuenta las monedas. La abuela cuenta una historia. El niño cuenta con su abuela. Perdió la cuenta y tuvo que volver a comenzar.

- C** Completa las oraciones con las palabras del recuadro.

padrastró rebozo lustrar rendija reprochó culpa

1. La luz solo entraba por una rendija.
2. La maestra me reprochó por mi falta de responsabilidad.
3. Entró a buscar el rebozo porque la tarde estaba fresca.
4. Me gusta lustrar mis zapatos de la escuela.
5. El esposo de mi madre es mi padrastró.
6. Por culpa de José, llegué tarde a la escuela.



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Pon los siguientes sucesos de la novela en orden cronológico. Usa los números del 1 al 5.

  1   El papá abandonó a Juan.

  4   Juan aprendió a leer.

  2   Juan durmió debajo de la cama de su padrastro.

  3   La abuela llevó a Juan al mercado.

  5   Juan le leyó el cartel a su abuela.

**B** Lee en voz alta el final del cuento. ¿Crees que tiene un final feliz?  
¿Por qué?

*Answers will vary.*

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**C** Imagina que el papá no hubiera abandonado a Juan y su mamá.  
¿Cómo sería entonces la vida de Juan? Escribe un párrafo corto.

*Possible answer: Juan viviría en su casa con sus padres. También hubiera podido ir a*

*la escuela y no tendría que trabajar lustrando zapatos. Juan se sentiría querido por su*

*papá y su mamá.*

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Nombre \_\_\_\_\_

## Vocabulario

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“Porque entonces yo **me daría cuenta** de que no me quería por mí, sino porque estaba ganando dinero para ella”.

\_\_\_\_\_

- B** Busca en el diccionario dos significados más de la palabra *cuenta*.

Escribe una oración con cada uno.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- C** Completa las oraciones con las palabras del recuadro.

padrastra rebozo lustrar rendija reprochó culpa

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3. Entró a buscar el \_\_\_\_\_ porque la tarde estaba fresca.
4. Me gusta \_\_\_\_\_ mis zapatos de la escuela.
5. El esposo de mi madre es mi \_\_\_\_\_ .
6. Por \_\_\_\_\_ de José, llegué tarde a la escuela.



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