



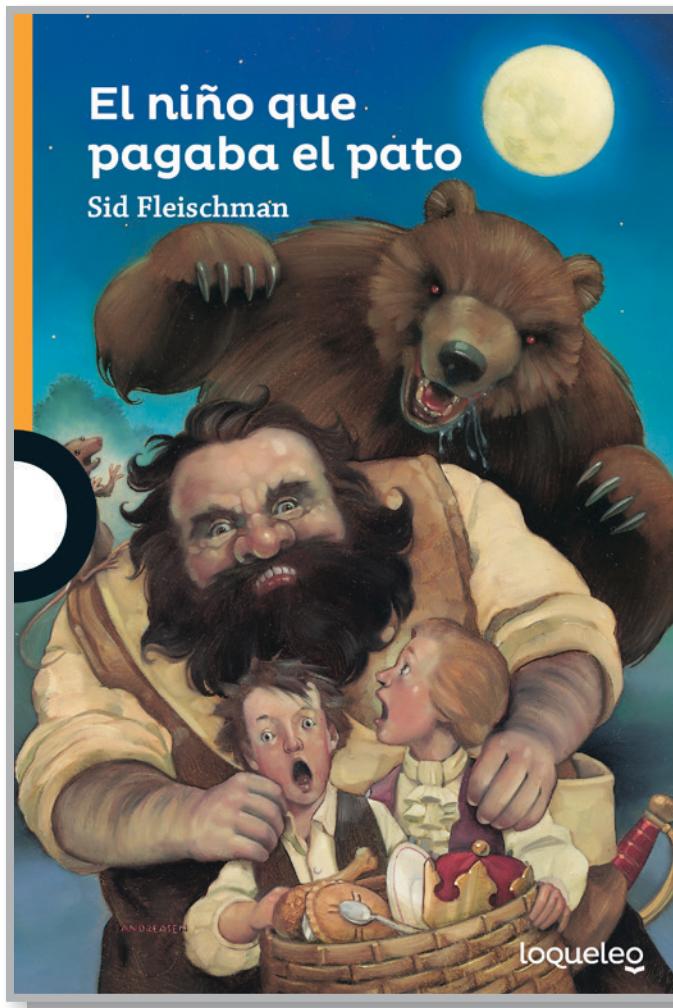
GRADE 3

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 Q / Lexile 600L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Literary Text: Adventure Novel

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.
- Dramatize a story.
- Write a fictional narrative paragraph.

MATERIALS

- flash cards
- index cards
- *Tabla de dos columnas*,
Tabla de tres columnas
(Graphic Organizers #30 and #31)*
- paper, pencils, crayons, yellow construction paper, scissors, glue

SUMMARY

Prince Malandrín is a bad prince. He only cares about himself. He loves practical jokes and is always in trouble. The prince always gets away with everything, because in the kingdom it is forbidden to punish the prince. Instead, they punish Jemmy, “*el niño de los azotes*” (the whipping boy), for all of the prince’s bad actions. Jemmy plans to escape, but the prince... Why is prince Malandrín the way he is?

STANDARDS

SLAR CCSS RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.7, RL 3.9, RL 3.10, RI 3.3, RI 3.4, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.10, SL 3.3, SL 3.6, SL 3.4, SL 3.5, 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.C, 3.22.A, 3.24.B, 3.24.D, 3.31.A

NCSS II. Time, Continuity, Development and Change; III. People, Places, and Environments, IV. Individual Development and Identity; Individuals, Groups, and Institutions; VI. Power, Authority, and Governance

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- bagatela** – cosa de poco valor o importancia / trifle
- emperifollar** – adornar exageradamente / to doll up, to dress in a showy manner
- escuálido** – muy flaco / very thin
- fusta** – látigo / whip
- garrapatear** – escribir con letras o trazos mal hechos/ to scrawl
- horca** – lugar donde ahorcaban a las personas / gallows
- malandrín** – malo, perverso / wicked
- pamplina** – tontería, algo sin fundamento / silly remark, nonsense
- tunda** – golpiza / beating
- zurrar(le)** – dar golpes, pegarle / to hit

Advanced Vocabulary

- cínismo** – falta de vergüenza / shamelessness
- aguzar** – prestar más atención / to pay close attention
- apacible** – tranquilo / quiet
- desasosiego** – ansiedad / anxiety
- diáfano** – claro / crystal clear
- malicia** – maldad / malice
- mezquindad** – avaricia, pobreza de espíritu / meanness, stinginess
- presuntuosamente** – con orgullo o vanidad / pretentiously
- vislumbrar** – ver confusamente por la distancia o falta de luz / to make out
- tenue** – débil / weak, faint

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 *describe, explica, organiza*.
- Have students take turns explaining new vocabulary in their own words by having them say what the word means. Encourage them to use words and 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.
- Explain that compound words are words formed by two smaller words. Ask students to look for compound words in the book. Help them understand the meaning of compound words in the context of the reading using word part strategy. For example, for *paraguas* (umbrella): *La palabra "paraguas" es una palabra compuesta. Podemos dividirla en dos palabras: "para" y "aguas."* *Un paraguas es un objeto que no deja pasar el agua.* Have students apply the strategy for other compound words from the text, like *purasangre, maloliente, and sacamanteca*.
- Tell students that an idiom is a phrase or expression with a special meaning that cannot be understood from the individual meanings of its words (e.g., barking up the wrong tree). Have students use a three-column chart (Graphic Organizer #31) to create a chart of idioms in this book with the labels *Frase, Mi definición, Definición correcta*. Remind students to use context clues to deduce their meanings (*cierra el pico, pisándote los talones, dejar los pulmones corriendo, echar el guante, ¿qué mosca te ha picado?*).
- Explain that the type of figurative language that depicts human behavior in the form of an animal is called *animalization*. It is used to describe characters in a more colorful way. Use the animalization for Billy (*buey*, p. 25), as an example. Have students find the animalizations associated with Jemmy and the prince.

► READING

PRE-READING

- ▶ Ask students to look at the title and cover of the book. Then 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 some of the facts in this fictional story are real. Ask them to make a list of things they know about that time in history. Elicit from students that nowadays there are kings in some countries like England and Spain. Ask them if they know the difference between a king and a president. Explain that a king is born a prince, but that people must elect a president.
- ▶ Read aloud the *Índice* (Table of Contents) with students. Ask them to use it to make a retelling steps draft.

READING

- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into twenty chapters that follow the adventures of Jemmy and Malandrín. Have student point out and read aloud the summaries in each chapter. Next, read the corresponding chapter aloud and have students read after you. Ask questions using the summaries. For example: *¿Por qué el príncipe no puede escribir su nombre en el capítulo 2?* (Why can't the prince write his name in Chapter 2?) *¿Quiénes son los fugitivos del capítulo 3?* (Who are the fugitives in Chapter 3?) *¿Qué decidieron hacer Billy Tápate-La-Nariz y Tajamar, con Jemmy y el príncipe en el capítulo 6?* (What did Billy Tápate-La-Nariz and Tajamar decide to do with Jemmy and the prince in Chapter 6?)
- ▶ Ask students to read Chapters 4 to 6 independently. Provide them with sticky notes to take notes about what happened in each of the chapters. Ask: *¿Cuál es el tema principal de estos capítulos?* (What is the main topic of these chapters?)
- ▶ Read with proper intonation the parts of the dialogues that correspond to Billy Tápate-La-Nariz and Tajamar in Chapter 6, acting out the roles. Then ask students to draw pictures of the two characters. Invite students to discuss their pictures with the class.
- ▶ Have students do a choral reading of Chapter 16 and then look for examples in the reading that show how Jemmy's feelings for the prince changed throughout the story. Ask: *¿Cambió Jemmy su opinión sobre el príncipe? ¿Por qué?* (Did Jemmy change his opinion about the prince? Why?)
- ▶ Explain that characters in a story often change over time and become different people. Read the first chapter and then the two final chapters aloud with students. Encourage advanced readers to read independently. Focus students' attention on Malandrín. Then ask students to find examples of how Malandrín changed throughout the story: *¿Cómo trataba Malandrín a Jemmy al principio del cuento? Da un ejemplo. ¿Cómo lo trataba al final? Da un ejemplo.* (How did Malandrín treat Jemmy at the beginning of the story? Give an example. And at the end? Give an example.)
- ▶ Have a class discussion about the characters in the story: *¿Qué personajes son positivos y cuáles son negativos? ¿Por qué?* (Which characters are positive and which characters are negative? Why?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text aloud several times. Have students chorally repeat after you.
- 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 comprehension. *¿Cómo era el príncipe Malandrín al principio del cuento?* (How was Prince Malandrín at the beginning of the story?) *¿Y cómo era al final?* (How was he at the end?) *¿Malandrín sabía firmar?* *¿Quién sabía?* (Did Malandrín know how to sign his name? Who knew?)

At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities.
- Ask these or similar questions to check comprehension: *¿Por qué crees que se escapó el príncipe Malandrín?* (Why do you think Prince Malandrín ran away?) *¿Por qué a Jemmy no le caía bien el príncipe al comienzo?* (Why didn't Jemmy like the prince at the beginning?) *¿Por qué Jemmy y el príncipe se hicieron amigos?* (Why did Jemmy and the prince become friends?) *¿Qué personajes se convirtieron en tus amigos?* (Which characters became your friends?)

Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Have them analyze and evaluate the text using complete and elaborate answers.
- Ask these or similar questions to check comprehension: *Menciona tres cualidades importantes que un líder debe poseer. Explica tu respuesta con referencias que apoyen tus opiniones.* (Mention three important qualities a leader should possess. Explain your answer by providing references to support your opinions.) *¿Crees que el príncipe sería un buen rey si no hubiera cambiado?* *¿Por qué?* (Do you think that the prince could have been a good king if he had not changed? Why?)

POST-READING

- ▶ Explain to students that authors often use stories to send messages, denounce social injustice, or pass on a moral. Reread the final chapter of the book to help students identify the story message: *"Para ser buenos líderes debemos respetar a nuestros seguidores y saber cómo viven y sienten".* ("To be a great leader you must respect your followers and know how they live and feel.")
- ▶ Discuss the message of the book with students. Ask these questions: *¿Crees que el príncipe Malandrín cambió porque sufrió en carne propia la vida de Jemmy? Explica.* (Do you think that Prince Malandrín changed because he experienced firsthand Jemmy's life? Explain.) *¿Cómo cambian Jemmy y el príncipe durante la historia?* *¿Por qué crees que cambian?* (How do Jemmy and the prince change during the story? Why do you think they changed?) ✓
- ▶ Have students work in groups of three. Ask each member of the group to retell a different part of the story using the retelling steps draft they created. Then have the different groups present their full versions of the story to the class. ✓



► CONNECTION WITH CONTENT AREAS: HISTORY

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have students connect the story of “*el niño de los azotes*” to the experience of a slave two centuries ago in America. Explain what a slave was and how he or she was treated. Students may also consult the Internet or other sources to learn more about slavery. Ask students which character in the story is treated like a slave and how the prince could fix this situation once he became king.
- ▶ Help pairs of students dramatize a dialogue between Jemmy and the prince. Have students open their book on page 19, and copy only the dialogue lines, labeling them Jemmy or *Príncipe* (e.g., **Príncipe**: *Me escapo.* **Jemmy**: *No puedes largarte como si fueras una persona normal. ¿Qué mosca te ha picado?*) Distribute the yellow construction paper, scissors, glue, and crayons. Have pairs design and decorate a crown to wear when impersonating the prince. Invite pairs to enact the dialogue for the class.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use the story, the characters, and their previous presentations to write a short narrative set in the future. The paragraph should narrate how Prince Malandrín, now king, changed the kingdom, and what became of Jemmy. Tell students that in his new role as king, Malandrín has a son who is also a troublemaker and that they need to include a solution to this problem. 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 Une la palabra o frase subrayada a su significado.

1. Los salteadores dijeron:
—¡No os mováis y soltad la pasta! → muy cerca
2. Desapareció en menos de un abrir y cerrar de ojos. → rápidamente
3. El niño le dijo al príncipe:
—¡Cierra el pico! → agarrar
4. Pero antes tenéis que echarle mano al tesoro. → callar
5. —¡Voy pisándote los talones! → dinero

B Une.

1. mezquindad → a. perverso
2. fusta → b. tontería
3. tunda → c. sin vergüenza
4. malandrín → d. prestar más atención
5. pamplina → e. látigo
6. diáfano → f. tranquilo
7. cínico → g. golpiza
8. apacible → h. avaricia
9. aguzar → i. pegarle
10. zurrarle → j. claro



Nombre _____

Comprensión lectora

A Marca con una X la respuesta correcta.

1. ¿Cómo era el príncipe al comienzo del cuento?

inteligente malvado huérfano

2. El príncipe y el niño de los azotes vivían en

un castillo. un palacio. una estancia.

3. ¿Con qué soñaba Jemmy?

con un azote con ser rey con escapar

4. ¿Quién “pagaba el pato”?

el príncipe Jemmy el rey

5. ¿Cuál era el oficio del papá de Jemmy?

panadero herrero cazador de ratas

6. ¿Qué fue lo primero que pidieron los ladrones para liberar al príncipe?

el peso del príncipe una carreta de oro bolsas de oro y joyas
en salchichas de oro

B Explica cómo cambiaron los dos personajes a lo largo de la novela.

Answers will vary.

C En una hoja separada, escribe tres párrafos sobre tu personaje favorito de esta novela. Explica tus razones.



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- | | |
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