



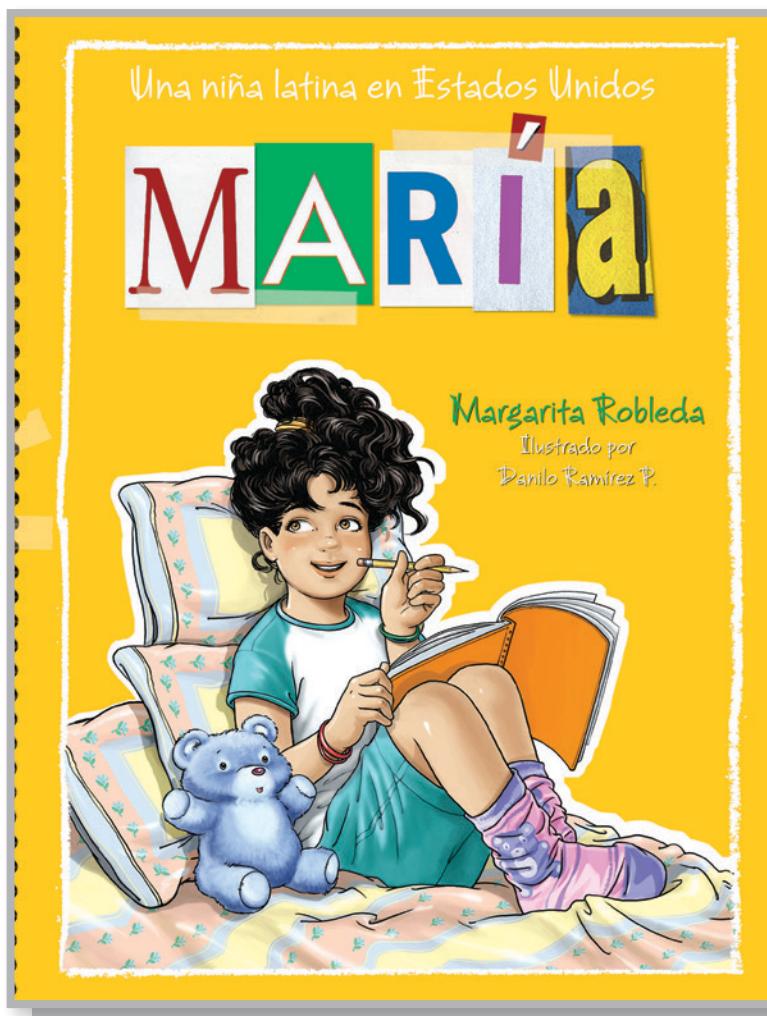
GRADE 3

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 O / Lexile Level 970L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Literary Text: Realistic Fiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ➡ Infer and predict the topic of the book and book genre.
- ➡ Identify the main idea in the text.
- ➡ Identify figurative language/idioms to understand text meaning.
- ➡ Use word part strategies to explain prefix and word meaning.
- ➡ Identify homophones and homographs to clarify meaning.
- ➡ Connect the ideas in the text to real-life situations.
- ➡ Recall information to elaborate facts and opinions.
- ➡ Ask and answer questions about the topic to deepen understanding and draw conclusions.
- ➡ Follow directions to prepare a recipe.
- ➡ Write an autobiography.

MATERIALS

- ➡ flash cards
- ➡ *Tabla de tres columnas* (Graphic Organizer #31)*
- ➡ 4 cups of precooked corn flour, 8 cups of milk, 2 teaspoons of salt, 4 bowls, 4 big spoons
- ➡ paper, pencils, scissors, and crayons

SUMMARY

María is a Latina girl born in the United States to Mexican parents. She tells us about her life and about her heritage as a Mexican-American. She is proud of the culture, language, and history of both countries. María likes to be herself and to follow her dreams. How important is it to live in a multicultural country, with liberty and justice for all?

STANDARDS

SLAR CCSS RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.7, RL 3.10, RI 3.1, RI 3.3, RI 3.4, RI 3.7, RI 3.10, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4, L 3.6

SLAR TEKS 3.1.E, 3.2.A, 3.2.C, 3.3.A, 3.4.A, 3.4.B, 3.4.C, 3.5.A, 3.8.A, 3.8.B, 3.8.C, 3.9.C, 3.10.A, 3.11.A, 3.12.A, 3.15.A, 3.17.B, 3.19.A, 3.22.A.ix, 3.22.C, 3.23.A, 3.23.B.i, 3.23.C, 3.23.D, 3.24.E, 3.26.C, 3.29.A, 3.29.B, 3.30.A, 3.31.A

Social Studies TEKS 3.1.A, 3.2.A, 3.3.A

NCSS I. Culture; III. People, Places, and Environments; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions; VI. Power, Authority, and Governance; IX. Global Connections; X. Civic Ideas and Practices

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



VOCABULARY

aportar(le) – contribuir a / to contribute
capaz – que puede hacer algo / capable
chile – ají, pimiento / chili pepper
expresar – decir / to express
herencia – bienes o rasgos que se pasan de padres a hijos / inheritance, heritage
meta – objetivo / goal
pupusa – tortilla de maíz rellena / stuffed tortilla
sabia – inteligente / wise
taco – tortilla de maíz enrollada con algún alimento dentro / taco
tortilla – torta circular y aplanaada hecha con harina de trigo o maíz / tortilla

INSTRUCTIONAL FOCUS:

Academic Vocabulary

Advanced Vocabulary

autobiografía – relato en que el autor cuenta su propia vida / autobiography
bicultural – que tiene dos culturas / bicultural
bilingüe – que habla dos idiomas / bilingual
biografía – relato de la vida de alguien / biography
constitución – conjunto de leyes de un país / constitution
indígena – persona original de un lugar / native inhabitant
ecologista – persona que estudia el medio ambiente / ecologist
ingeniero(a) – persona con conocimientos técnicos / engineer
misionero – persona que enseña la religión / missionary

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 the instruction words, such as *describe, da ejemplos, menciona*.
- ➡ Have students take turns explaining new vocabulary in their own words. Encourage them to use word and context clues, and illustrations from the book 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, have students look at the illustration on page 9. Read the first sentence aloud with the class and use the picture as a clue. Then say: *En esta oración la palabra "dulce" significa amable, cariñosa. No significa "de sabor dulce"*.
- ➡ Tell students that a prefix is a word part that is attached to a word stem to form a new word. One common prefix is *bi-*, which means “two.” For example, say: *La palabra “bimotor” tiene el prefijo “bi-”. Podemos dividir la palabra en dos partes más pequeñas: “bi” que significa dos y “motor”.* “Bimotor” significa que tiene dos motores. Ask students to look for words with that prefix in the story (*bilingüe* on pages 5 and 30, and *biculturales* on page 5). Help students complete the definitions and meanings of those words in the context of the reading using the word part strategy.
- ➡ Play the “It also means...” game. Display a vocabulary flash card and have students race to find the correct definitions as you read each word aloud. Be sure to select multiple meaning words and to write at least two definitions on separate index cards. Ask students to read the definitions for each word aloud. Explain that words that have more than one meaning are called homographs because they are written and pronounced the same, but their meanings depend on the context in which they are used. Use the words *chile* (page 10), *duro* (page 12), and *pila* (page 17) as examples.

► READING

PRE-READING

- ▶ Display the cover of the book and have students identify the author's and illustrator's names, and the title. Ask them to infer and predict the genre and the theme of the book. Write their predictions on the board to check if their predictions were correct after the reading.
- ▶ Explain to students that the United States of America is a multicultural and multilingual country. That means our country is home to a wide variety of people that come from very different backgrounds, cultures, and regions of the world. Tell them that to learn about and to accept other people's customs and cultures allows our country to be strong and to prosper.
- ▶ Have students look at the illustrations and help students "read" them. Ask: *¿Qué propósito creen que tenía la autora cuando escribió este libro?* (What do you think the author's purpose was for writing the book?) Read the preface aloud and have students follow along. Ask: *¿Por qué crees que la autora dedica el libro "a todas las Marías del mundo"?* (Why do you think the author dedicated the book "to the Marias of the world")?
- ▶ Tell students they will learn about the culture, the life, and the dreams of a girl named María. Have students use the three-column chart (Graphic Organizer #31) to begin a chart about María. Ask them to label the columns *Lo que sé*, *Lo que quiero saber*, *Lo que aprendí*.

READING

- ▶ Read the text aloud. Then have students read along with you. Encourage advanced readers to do an independent reading. Have students point to the illustrations that show the different members of María's family and help them describe the illustrations. Ask: *¿Quién es esta persona?* (Who is this?) *¿Qué relación tiene con María?* (How is this person related to María?) *¿Cómo describe María a esta persona?* (How does María describe this person?)
- ▶ Ask these or similar questions to monitor students' progress and to clarify concepts: *¿Dónde vive María?* (Where does María live?) *¿De dónde vino la familia de María?* (Where did María's family come from?) *¿Qué idioma hablaban?* (What language did they speak?)
- ▶ Give support to students as they read pages 14–21 aloud. Pause at different pages to discuss details, ask for opinions, or summarize sections. Ask: *¿Por qué dice María que al escribir entiende mejor sus sentimientos?* (Why does María say that she understands her feelings better when she writes?) *¿Cómo celebra la Navidad la familia de María?* (How does María's family celebrate Christmas?) *¿Cuál es la época del año favorita de María?* *¿Por qué?* (What is María's favorite time of the year? Why?)
- ▶ Have students reread and visualize pages 22 to 27. Then ask: *¿Por qué dice el tío de María que ella tiene vocación de escritora?* *Usa información del libro para apoyar tu respuesta.* (Why does María's uncle say that her vocation is to be a writer? Use information from the book to support your answer.) *¿Cómo lograron comunicarse María y su amiga?* (How were María and her girlfriend able to communicate?)
- ▶ Have students reread and visualize pages 28 to 34. Then ask: *¿Qué le gustaría ser a María?* *¿Por qué?* (What would María like to be? Why?) *¿Por qué dice María, "Creo que mi autobiografía está aún por escribirse"?* (Why does María say: "I believe my autobiography is yet to be written")? *¿Por qué dice María que Estados Unidos en un pastel maravilloso?* (Why does María say that the United States is a wonderful pie?)
- ▶ Ask students to continue adding information to their chart about María and her family.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text several times and have students chorally repeat after you.
- Allow students to answer with short phrases or incomplete sentences.
- Ask students these or similar questions: *¿Dónde nació María?* (Where was María born?) *¿Y la abuela de María?* (And María's grandmother?) *¿Qué escribe María?* (What does María write?)

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 students: *¿Por qué es importante estar orgullosos de nuestro origen y cultura?* (Why it is important to be proud of our origin and culture?) *¿Por qué María y su amiga Yuko lograron comunicarse, aunque no hablaban el mismo idioma?* (Why were María and her friend Yuko able to communicate, even though they did not speak the same language?) *Da ejemplos en los que te comunicas sin palabras con otras personas.* (Give examples of when you communicate with other people without words.)

Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Ask students: *¿Crees que sin la Constitución todos tendríamos las mismas oportunidades? ¿Por qué?* (Do you believe that without the Constitution we would all have the same opportunities? Why?)
- Ask students what they think María is going to be when she grows up. Ask them to support their opinions with facts from the story.

POST-READING

- ▶ Explain to students that the most important thing the author says in a story or paragraph is called the main idea. Reread the text and help students identify the main idea: *“María es una niña latina que vive en los Estados Unidos, un país multicultural donde todos tienen la oportunidad de realizar sus sueños.”* (“Maria is a Latina girl living in the United States, a multicultural country where everyone has the opportunity to make their dreams come true.”)
- ▶ Discuss the main idea with students. Ask, for example: *¿Crees que todos los niños norteamericanos tienen la oportunidad de realizar sus sueños en los Estados Unidos? ¿Por qué?* (Do you think that all American children have the opportunity to make their dreams come true in the United States of America? Why?) ✓
- ▶ Check students' predictions and ask volunteers to explain why each prediction was correct, incorrect, or partially correct.
- ▶ Ask students to finalize their charts about María. Divide the class into pairs. Have pairs use their charts to present a summary of María's life to their partners. Then have students present their summary to the rest of the class. After their presentation, encourage students to describe their favorite part of María's autobiography and to explain why it is their favorite. ✓
- ▶ Have students fill out a three-column chart (Graphic Organizer #31) with the following family information: *Países de los antepasados, Idiomas que hablaban, Costumbres.* Assist students as necessary and make sure that they understand each section. Explain that they are going to use this chart for their writing activity.



► CONNECTION WITH CONTENT AREAS: HISTORY, SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Tell students that the Constitution was written by the Founding Fathers with the purpose of preserving a nation in which all people had the same rights, with liberty and justice for all. Explain to students that rights are laws or rules that the government passes to provide for their people's basic needs. Divide the class into four groups and ask each group to provide an example of basic needs. Have the groups make their presentations. Promote a discussion between them to explain why their example is more important than the examples from the other groups. Ask students to use complete sentences and to use Social Studies vocabulary such as *pueblo, derecho, necesidades, libertad, oportunidades, vivir mejor, constitución*. 
- ▶ Have students read pages 28–29 again. Then ask: *¿Por qué crees que la autora escribió sobre la constitución como parte de la autobiografía de la niña?* (Why do you think the author wrote about the Constitution as part of the girl's autobiography?) 
- ▶ Help students make *arepas colombianas*. Divide the class into four groups. Give each group 1 cup of precooked corn flour, 2 cups of milk, 1/2 teaspoon of salt, 1 bowl, and 1 big spoon. Have students turn to page 10 of the book and read the instructions for the recipe. Tell them that instead of butter and water, they will use 2 cups of milk and that the last step will be performed in the school cafeteria or kitchen. Assign tasks to each student of each group. Then, have them follow your directions as you read aloud the instructions. Finally, have the groups taste and compare their *arepas* and discuss which one is the best.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use the information from the chart they created in the Post-Reading section, the book structure, and their previous presentations to write their autobiography. In a paragraph, they should write about their lives, family members, family history, and their dreams for the future. Ask students to include a solution to the problem of not knowing exactly what they want to be in the future. 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 Ordena las letras para formar las palabras.

- | | |
|---------------|------------|
| 1. azpca | capaz |
| 2. eapra | arepa |
| 3. niehreca | herencia |
| 4. cocivóan | vocación |
| 5. ucibrlault | bicultural |
| 6. üniblieg | bilingüe |

B Encierra en un círculo el significado de la palabra subrayada.

C Une.

- | | |
|-----------------|--|
| 1. meta | a. conjunto de leyes de un país |
| 2. constitución | b. contribuir |
| 3. ecologista | c. que tiene dos culturas |
| 4. aportar | d. persona que enseña la religión |
| 5. misionero | e. objetivo |
| 6. bicultural | f. persona que estudia el medio ambiente |



Nombre _____

Comprensión lectora

A Contesta las preguntas.

1. ¿De quién aprende María a hacer arepas?

Aprende de la abuela.

2. ¿Por qué trabaja tanto la mamá de María?

Porque quiere que sus hijos vivan bien, sin preocupaciones.

3. ¿Qué le pide el maestro a María?

Que escriba su biografía/autobiografía.

4. ¿De qué país es la mejor amiga de María?

Es del Japón.

5. ¿Cómo celebran la Navidad en México?

Possible answers: Celebran con canciones, comidas, piñatas,

se felicitan y dan abrazos.

B Escribe tres oraciones para explicar por qué a María le gusta vivir en Estados Unidos.

A María le gusta vivir en Estados Unidos porque todos tienen oportunidades de

trabajar y ser respetados. / Porque Estados Unidos tiene mucha riqueza cultural y

es un país donde viven personas de diferentes culturas y países. / Porque en Estados

Unidos es fácil probar platos de muchos países.



Nombre

Vocabulario

A Ordena las letras para formar las palabras.

1. azpca _____
 2. eapra _____
 3. niehreca _____
 4. cocivóan _____
 5. ucibrlault _____
 6. üniblieg _____

B Encierra en un círculo el significado de la palabra subrayada.

1. ¡Mucho gusto! Mi nombre es María.
 - a. sabor de una cosa
 - b. expresión de saludo
 2. Mi tía es una persona muy dulce.
 - a. cariñosa
 - b. como el azúcar
 3. La mamá de María trabaja muy duro.
 - a. con gran esfuerzo
 - b. que no se puede doblar
 4. A veces me entran ganas de reír.
 - a. meterse
 - b. comenzar a sentir

C Une.

- | | |
|-----------------|--|
| 1. meta | a. conjunto de leyes de un país |
| 2. constitución | b. contribuir |
| 3. ecologista | c. que tiene dos culturas |
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Comprensión lectora

A Contesta las preguntas.

1. ¿De quién aprende María a hacer arepas?

2. ¿Por qué trabaja tanto la mamá de María?

3. ¿Qué le pide el maestro a María?

4. ¿De qué país es la mejor amiga de María?

5. ¿Cómo celebran la Navidad en México?

B Escribe tres oraciones para explicar por qué a María le gusta vivir en Estados Unidos.
