



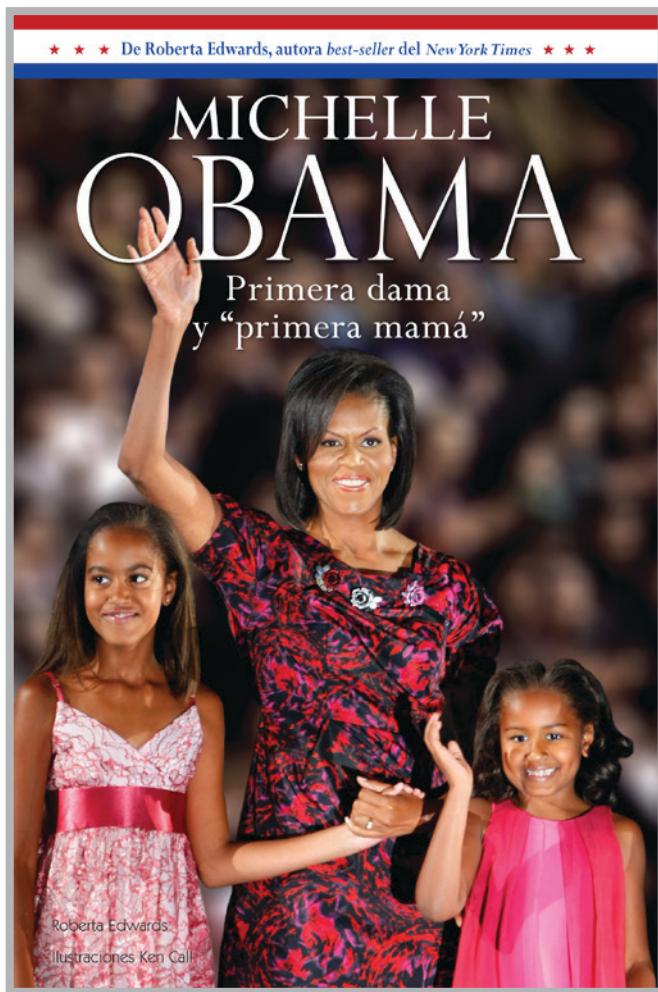
GRADE 3

## LESSON PLAN AND ACTIVITIES

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

Author: ROBERTA EDWARDS

Illustrator: KEN CALL



Together we foster lifelong readers

## COMPLEXITY

F&P Guided Reading Level N /Lexile Level 720L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



## TEXT TYPE

Informational Text: Biography

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



## OBJECTIVES

- Infer and identify the topic of the book.
- Form and use regular and irregular plural nouns.
- Identify and use antonyms.
- Identify author's purpose in writing a biography.
- Read a biography to gather specific information.
- Use context clues, including illustrations, to clarify word meanings.
- Ask and answer questions about the text to deepen understanding.
- Make inferences about past events and character traits.
- Create a class book of facts about first ladies.

## MATERIALS

- flash cards
- *Bingo, Tabla de tres columnas*  
(Graphic Organizers #3 and #31)\*

## SUMMARY

This is the story of Michelle Obama, from her childhood on Chicago's South Side to becoming First Lady. The author summarizes Michelle's education from public school to Harvard Law School, her career as an attorney and advocate, and her role in her husband's presidential campaign. The author's focus, however, is on her role as mother to Malia and Sasha.

## STANDARDS

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

**SLAR TEKS** 3.2.A, 3.2.B, 3.2.C, 3.3, 3.4.B–C, 3.9, 3.13.A-D, 3.17, 3.20.A, 3.22.A-C, 3.23, 3.24, 3.25B, 3.26.A, 3.26.C, 3.27, 3.28, 3.31

**Social Studies TEKS** 3.1.A, 3.3.A, 3.3.C, 3.17.A, 3.17.C, 3.18.C

**NCSS** II. Time, Continuity, and Change; IV. Individual Development and Identity; VI. Power, Authority, and Governance; 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

**comentario** – *lo que alguien comenta u opina*  
/ comment, remark

**consciente** – *se dice de la persona responsable y sensata* / conscientious

**decepcionar** – *causar una decepción o desilusión* / to disappoint

**elecciones** – *votación en la que se elige a una persona o grupo para que ocupe un puesto o cargo* / election

**estrechar** – *apretar la mano para saludar* / to shake hands

**franqueza** – *característica de las personas que dicen lo que piensan o sienten* / frankness; plain-speaking

**histórico** – *se dice de un hecho muy importante* / historic

**multitud** – *gran cantidad de personas o cosas* / crowds

**necesitado** – *personas a quienes les falta alguna cosa o que viven en pobreza* / needy

**vecindario** – *conjunto de los vecinos de un barrio* / neighborhood

### Advanced Vocabulary

**abogado** – *persona que ha estudiado la carrera de derecho* / lawyer

**campaña** – *conjunto de actividades organizadas durante un tiempo con una misma finalidad* / campaign

**capacitación** – *acción y efecto de capacitar o enseñar; formación* / training

**derechos civiles** – *derechos reconocidos a todos los ciudadanos por la ley* / civil rights

**esclerosis múltiple** – *enfermedad que afecta la habilidad de los nervios para conducir las órdenes del cerebro* / multiple sclerosis

**presidente** – *jefe del Estado elegido por un plazo fijo* / president

**senador** – *persona que es miembro del Senado* / senator

**tribunal** – *la justicia* / court

## 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., *sustantivo, antónimo, plural, singular*) and instruction words, such as *compara, contrasta, define*.
- Have students take turns explaining new vocabulary in their own words by having them say what the words mean. Encourage them to use context clues and illustrations from the book. Have students compare and contrast their definitions with the class.
- Explain to students that just like in English, in Spanish, nouns can be singular or plural. The noun endings tell you the number of the noun, singular or plural. Say: *Los sustantivos plurales casi siempre terminan en -s o en -es. El plural de las palabras que terminan en las vocales a, e, o, se forma añadiendo una -s: familias, presidentes, derechos. El plural de las palabras que terminan en consonante, al igual que de casi todas las que terminan en vocales i, u, se forma añadiendo -es: rubíes, hindúes, senadores, multitudes, tribunales.* Write the following nouns on the board, and have volunteers come up to the board and write the plural form of each one: *campaña* ➔ *campañas*; *vecindario* ➔ *vecindarios*; *elección* ➔ *elecciones*; *ciudad* ➔ *ciudades*; *héroe* ➔ *héroes*. Correct spelling, if necessary. Point out to students that in some cases, the spelling in the plural form changes, like in *elección*, and in other cases stays the same, like in *héroe*.
- Tell students that in the text the author used many antonyms, for example, to emphasize the differences between the President and the First Lady. Remind students that antonyms are words that have opposite meanings. Have students look in the text for antonyms for the following words: *iguales (diferentes, p. 8); ninguna (toda, p. 18); nunca, jamás (siempre, p. 9); justo (injusto, p. 29), legal (ilegal, p. 17); soñadora (práctica, p. 9), separada (unida, p. 12)*.
- Pass out blank Bingo cards (Graphic Organizer #3). Have students write the vocabulary words in any squares they like. Then play Vocabulary Bingo with the class, reading the definitions as students cover the words.

## ► READING

### PRE-READING

- ▶ Read the title and author's name. Tell students: *Esta es una biografía de Michelle Obama. ¿Qué saben acerca de ella?* (This is a biography of Michelle Obama. What do you know about her?)
- ▶ Have students generate a definition of the term biography. Ask: *¿De qué trata una biografía? ¿Quién es el escritor o la escritora? ¿De qué asunto escribe?* (What is a biography about? Who is the writer? What is the subject?)
- ▶ 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?) Tell students that famous people have public and private lives. Ask them: *Según lo que dice el título, ¿de qué aspecto de la vida de Michelle Obama va a tratar este libro?* (Based on the title, which aspect of Michelle Obama's life is this book going to be about?)

### READING

- ▶ Read the text aloud. Then have students read along with you. Discuss with students the use of photographs and illustrations in this book. Have students explain how this format contributes to what is conveyed by the text in the biography.
- ▶ Read pages 4 and 5 with students. Ask: *¿Qué quiere decir la frase "Barack Obama pasó a la historia"? ¿Por qué es importante lo que ocurrió ese día?* (What does the phrase "Barack Obama went down in history" mean? Why is what happened that day important?)
- ▶ Read pages 8 and 9 with students. Ask: *¿Cuál es la diferencia entre un soñador y una persona que "tiene sus pies bien puestos sobre la tierra"? ¿Crees que es mejor ser una persona práctica o una persona soñadora? Da un ejemplo.* (What is the difference between a dreamer and a person who has his/her feet planted firmly on the ground? Do you think that it is better to be a practical person or a dreamer? Give an example.)
- ▶ Remind students that when we make inferences, we combine information from the text with what we know or have experienced. Reread page 12, and then ask: *¿Qué pueden inferir sobre la niñez de Michelle Obama?* (What can you infer about Michelle Obama's childhood?) Have students use a three-column chart (Graphic Organizer #31) labeled *Lo que sé, Lo que está en el texto, Lo que infiero* (What I Know, What's in the text, My inference) to record their inferences.
- ▶ Reread page 16, then ask: *¿Les parece justo que los barrios se separaran por raza? Defiendan su respuesta.* (Do you think it was fair that neighborhoods were separated by race? Defend your answer.) Then reread page 20. Ask students: *¿Cuál es la diferencia entre lo que hizo la compañera de habitación de Michelle y la gente de Chicago?* (What is the difference between what Michelle's roommate did and the people in Chicago did?)
- ▶ Reread pages 37 and 38. Ask students: *¿Qué clase de mamá es Michelle Obama? ¿Qué pueden inferir de la lectura?* (What kind of mother is Michelle Obama? What can you infer from the reading?) Have students use their graphic organizer to record the information.
- ▶ Reread pages 43 and 44. Ask students: *¿Qué pueden inferir sobre los cambios que la familia Obama experimentó al mudarse a la Casa Blanca?* (What can you infer about the changes the Obama family experienced after moving into the White House?) *Menciona una tarea que tenga una Primera Dama.* (Mention one task that a First Lady has.)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Read the text aloud several times. Then have the students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Allow students to respond in phrases or incomplete sentences. Ask these or similar questions:  
*¿En qué se parecen Barack y Michelle Obama?* (How are Barack and Michelle Obama alike?) *¿Cómo se divertía la familia Robinson?* (How did the Robinsons entertain themselves?) *¿Qué hizo la Ley de Derechos Civiles?* (What did the Civil Rights Act do?)

### 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.
- Allow students to think and draw their own conclusions, using short sentences. Ask these or similar questions: *El texto dice que Malia y Sasha son “la luz de su vida.” ¿Qué crees que significa esa frase?* (The text says that Malia and Sasha are “the light of her life.” What do you think that phrase means?) *Según el texto, ¿qué clase de persona es Michelle?* (According to the text, what kind of person is Michelle?) *¿Por qué crees que Michelle no dejaba que Craig hiciera nada cuando jugaban “a la oficina”?* (Why do you think that Michelle didn’t let Craig do anything when they played office?)

### Above-level Students

- Read the text aloud to and with students. Then have students read independently.
- Encourage students to jot their reflections on sticky notes to make connections with the text.
- Allow students to think and draw their own conclusions, using short sentences. Ask these or similar questions: *¿Por qué crees que la autora empezó la biografía en el año 2009, en vez de empezar con el nacimiento de Michelle?* (Why do you think the author started the biography in 2009, instead of at Michelle’s birth?) *¿Por qué crees que Barack llama a Michelle “su roca”?* (Why do you think Barack calls Michelle “his rock”?) *¿Por qué dejó Michelle su trabajo de abogada?* (Why did Michelle leave her job as a lawyer?)

## POST-READING

- ▶ Discuss with students the author’s purpose for writing the book. Ask: *¿Por qué creen que escribió la autora este libro? ¿Creen que el título del libro es apropiado? Expliquen su respuesta con ejemplos del texto.* (Why do you think the author wrote this book? Do you think the title of the book is appropriate? Explain your answer with examples from the text.)
- ▶ Have students formulate two questions they would use to quiz their classmates about Michelle Obama’s life.
- ▶ Distribute three-column charts (Graphic Organizer #31) and have students complete a *Tabla 3-2-1*, labeling the columns *Tres hechos que aprendí, Dos hechos interesantes, Una pregunta que todavía tengo* (Three Facts I Learned, Two Interesting Facts, One Question I Still Have) based on their reading.



## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Show students the Smithsonian Institution website about First Ladies (<http://americanhistory.si.edu/first-ladies/introduction>), focusing on the timeline. Have them identify details in the images that show how fashions (or imaging technologies) have changed over time. Have students take notes and share their observations with the class.
- ▶ Have students read biographies of other first ladies from the United States or from Latin American countries, and share what they have learned with the class. For the United States, you may assign one first lady from the 18th century (Martha Washington or Abigail Adams), one from the 19th century (e.g., Mary Todd Lincoln, Dolley Madison), one from the 20th century (e.g., Eleanor Roosevelt, Jacqueline Kennedy, Nancy Reagan), and from the 21st century, Laura Bush. Present the following challenge to the class: *Si nuestro próximo presidente fuera una mujer, ¿cuál sería el título de su esposo? ¿Cuáles serían sus tareas o responsabilidades?* (If our next president is a woman, what would her husband's title be? What would his tasks or responsibilities be?)
- ▶ Divide the class into three groups. Have each group research one of the following areas affected by the Civil Rights Movement: housing, education, jobs. Have groups write a short summary of their findings and use visuals, drawn or printed, to enhance their presentations. 

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students interview an older relative, neighbor, or community member, asking questions such as: *¿Cómo era su vida cuando era niño(a)?* (What was life like when you were a child?) *¿Cuál era su asignatura favorita en la escuela?* (What was your favorite subject in school?) *¿Cuál fue su primer trabajo?* (What was your first job?) *¿Qué es lo más importante sobre su persona?* (What is the most important thing about you?) Have students write a paragraph summarizing what they learned. Divide the class into pairs to edit the paragraphs for spelling and punctuation. Publish a class book containing student articles. 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 Escribe una oración que relacione las dos palabras. Sigue el ejemplo.

Ejemplo: derechos civiles – necesitados

Los derechos civiles protegen a los necesitados.

1. decepcionar – franqueza

Possible answer: Una persona que habla con franqueza no quiere decepcionar  
a nadie.

2. elecciones – histórico

Possible answer: Estas elecciones fueron históricas por la gran cantidad de gente  
que votó.

3. presidente – campaña

Possible answer: El presidente comenzó su campaña para las próximas elecciones.

### B Escribe el plural de los siguientes sustantivos.

1. país: países

2. hospital: hospitales

3. programa: programas

4. líder: líderes

5. joven: jóvenes

### C Explica el significado de “derechos civiles”. Da un ejemplo.

Possible answer: Derechos civiles son los derechos que tienen todos los ciudadanos  
por igual. Tener buenas escuelas, sin importar la raza.



Nombre \_\_\_\_\_

## Comprensión lectora

### A Compara la infancia de Michelle y la de Barack.

Michelle	Barack
Siempre vivió en Chicago.	Nació en Hawaii y vivió en Indonesia.
Sus padres tuvieron un matrimonio prolongado.	Sus padres se separaron cuando él tenía apenas 2 años.
Nunca quiso meterse en política.	Desde muy pequeño decidió que quería ser presidente.

### B Contesta.

1. ¿Cómo era Michelle cuando estaba en la escuela secundaria?

Possible answer: Era amable y querida, y no le importaba tener que trabajar mucho.

2. ¿Qué decisión tomó Michelle cuando Barack ganó las elecciones para senador de Estados Unidos? ¿Por qué?

Answer: Decidió quedarse en Chicago con sus hijas, porque no quería muchos cambios en la vida de Malia y Sasha.

3. ¿Cómo ayudó Michelle a Barack en su campaña para ser presidente?

Possible answer: Ella lo acompañó y pronunció varios discursos.

4. Explica por qué llamaron en el libro a Michelle Obama la “primera mamá”.

Possible answers: Ella era la mamá de la familia más importante del país. / Para ella lo más importante es ser mamá.



Nombre \_\_\_\_\_

## Vocabulario

**A** Escribe una oración que relacione las dos palabras. Sigue el ejemplo.

Ejemplo: derechos civiles – necesitados

Los derechos civiles protegen a los necesitados.

1. decepcionar – franqueza

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2. elecciones – histórico

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3. presidente – campaña

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**B** Escribe el plural de los siguientes sustantivos.

1. país: \_\_\_\_\_
2. hospital: \_\_\_\_\_
3. programa: \_\_\_\_\_
4. líder: \_\_\_\_\_
5. joven: \_\_\_\_\_

**C** Explica el significado de “derechos civiles”. Da un ejemplo.

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Nombre \_\_\_\_\_

### Comprensión lectora

- A** Compara la infancia de Michelle y la de Barack.

Michelle	Barack

- B** Contesta.

1. ¿Cómo era Michelle cuando estaba en la escuela secundaria?

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