

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 490L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Realistic Fiction (Humor)

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Infer and predict the topic of the book.
- ➔ Explain the main idea of a story or book.
- ➔ Recall information to elaborate facts and opinions.
- ➔ Use context clues to identify the meaning of unfamiliar words.
- ➔ Use word part strategy to identify the meaning of words with affixes.
- ➔ Identify the meaning of idioms to clarify comprehension.
- ➔ Ask and answer questions to clarify comprehension.
- ➔ Identify text structure, understand characters, and understand character motives.
- ➔ Summarize and retell stories.
- ➔ Write a fictional story.

MATERIALS

- ➔ flash cards
- ➔ index cards
- ➔ paper, pencils, and crayons
- ➔ *Predicciones, Secuencia de sucesos* (Graphic Organizers #21 and #28)*

SUMMARY

Natacha is an intelligent, funny, and vivacious girl who sees the world in a very particular way. This book shows us the world through Natacha's eyes, explaining the inexplicable and showing us that kids are creative and strong when facing daily life challenges. How important is it to respect your parents and to have a loving relationship with them?

STANDARDS

SLAR CCSS RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.7, RL 3.10, RF 3.3.a, RF 3.4, W 3.3, W 3.4, W 3.10, SL 3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.6, L 3.1, L 3.4, L 3.4.b, L 3.4.d, L 3.5, L 3.6

SLAR TEKS 3.1.E, 3.1.H, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.A, 3.8.A, 3.8.B, 3.10.A, 3.11.A, 3.17.B, 3.18.A, 3.20.C, 3.22.A, 3.22.A.iii, 3.22.A.ix, 3.22.C, 3.23.A, 3.29.A, 3.30.A, 3.31.A

Social Studies TEKS 3.17.C, 3.17.D, 3.18.C

NCSS I. Culture; 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

baboso(a) – tonto / silly
chido – bueno / good
choreando – tomando el pelo a alguien / teasing someone
chunche – objeto al que no se le llama por su nombre / unnamed thing or gadget (whatchamacallit)
¡guácala! – expresión de asco o rechazo / gross!, nasty!
hacer al aventón – hacerlo rápido / to do it very fast
harto(a) – que ya no aguanta más / fed up
menso(a) – tonto / silly
ni las pelamos – no les hacemos caso / we ignore them

padrísimo – ¡qué bueno! / great!
por fas – por favor / please (abbreviation)
relajo – desorden, falta de seriedad / a mess
tarado(a) – torpe / dimwit

Advanced Vocabulary

anécdota – relato breve de algo curioso / anecdote
enjuagar – lavar con agua / to rinse
milanesa – bistec empanizado con queso / breaded steak with cheese
tabla del siete – múltiplos del siete hasta el diez / sevens multiplication table
tribu – grupo de personas del mismo grupo indígena / tribe

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 different reading activities (e.g., *frases idiomáticas*, *prefijo*, *sufijo*) and instruction words, such as *clasifica*, *comparte*, etc.
- ➔ Have students take turns explaining new vocabulary in their own words. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Have them compare and contrast their definitions with the class.
- ➔ Tell students that idioms are words or phrases established by usage as having a meaning not deducible from those of the individual words (e.g., barking up the wrong tree, came up short). Elicit from students that different countries use different idioms and phrases. Ask them to use the context to guess the meaning of idioms such as “no muelas” (p. 109), “haciendo al aventón” (p. 58), and “¡Está padrísimo!” (p. 58). Provide assistance as needed.
- ➔ Tell students that affixes 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 suffixes *-oso/-osa* are used to change a name into an adjective. For example, the word *peligro* (danger) combined with the suffix *-oso* becomes *peligroso*, which means dangerous, or “causes or puts in danger.” Ask students to look for other words in the text with these suffixes and to use the dictionary to clarify their meanings (e.g., *gracioso*, p. 86; *escandalosa*, p. 46; *envidiosa*, p. 83; *sospechoso*, p. 20). Explain that the prefix *tele-* means “a distancia.” Ask students to look for words in the text with this prefix, and to use the dictionary and word part strategy to clarify their meanings (e.g., *teléfono*, p. 67; *televisión*, p. 66; *telepatía*, p. 64). Play a “Build the Adjective” game. Say a noun and have students run to the board and write first an adjective related to that noun, and then a sentence using the adjective.

READING

PRE-READING

- ▶ Read the title aloud. Have students read the *Índice* (Table of Contents) and look at the illustrations. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Crees que todos los cuentos son sobre el mismo personaje?* *¿Por qué?* (Do you think all the stories are about the same character? Why?) Write students' predictions on the board or have students use the predictions chart (Graphic Organizer #21) to check if they were correct after the reading.
- ▶ Explain to students that we agree and disagree with our parents every day. Elicit from students that we can disagree, but we need to be respectful of our parents. Ask them: *Menciona dos cosas en las que siempre estás en desacuerdo con tus padres.* (Mention two things about which you always disagree with your parents.)
- ▶ Tell students they will learn about friendship, patience, impatience, and hopes in these stories—and above all, they will learn that imagination is a wonderful thing.

READING

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into twenty short stories that follow Natacha's daily life. Additionally, the book contains one small biography section to inform the readers about the author.
- ▶ Read the first five stories of the book aloud. Then have students read along with you. Encourage advanced readers to do an independent reading. As you read with students "*A un lugar*" and "*Se vivió*," point to each illustration and ask: *¿Adónde quería ir Natacha?* (Where did Natacha want to go?) *¿Estaba vivo el monstruo?* *¿Por qué?* (Was the monster alive? Why?)
- ▶ Explain students that this book tells us about the character of Natacha, her family, and her friends. Remind students that the author creates a character with distinctive traits, and their reactions to different situations need to be in agreement with those traits. Distribute index cards to students and have them write the name of one of the characters on one side, along with three of her/his character's features. Then, ask students to make a portrait of the character on the other side of the card. Encourage students to use their cards to play a guessing game.
- ▶ Read aloud the *Índice* of the book. Explain that some books follow a timely order of events; this is called "chronology." The chronology could be across the whole book or inside each story. Then ask: *¿Este libro sigue un orden cronológico?* *¿Cómo lo sabes?* (Does this book follow a chronological order? How do you know?)
- ▶ Assign different stories to students and instruct them to read independently. Provide students with a sequence of events chart (Graphic Organizer #28) and ask them to fill in the sequence of events as they read the story. Next, have students get together with a partner to retell the story in their own words, using their sequence charts as a guide. Then have students switch partners and retell the story they were told to their new partner. Continue in this manner until students have had a chance to hear and retell several stories.



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then have students chorally repeat after you.
- Allow them to respond in phrases or incomplete sentences.
- Ask these or similar questions: *Mira la página 37. ¿Dónde está Natacha?* (Look at page 37. Where is Natacha?) *¿Por qué Natacha quiere irse?* (Why does Natacha want to leave?) *Mira la página 44. ¿Dónde está Natacha?* (Look at page 44. Where is Natacha?) *¿Por qué la mamá le dice a Natacha “vela callada?”* (Why does the mother tell Natacha “to watch it in silence”?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Allow students to think and draw their own conclusions.
- Ask these or similar questions: (“A un lugar”) *¿Crees que Natacha quiere decirle a su mamá adónde quiere ir? ¿Por qué?* (Do you think Natacha wants to tell her mom where she wants to go? Why?) (“Nota a la madre”) *¿Por qué crees que Natacha le deja una nota a su mamá en vez de explicarle en persona?* (Why do you think Natacha leaves her mom a note instead of telling her in person?)

ABOVE-LEVEL STUDENTS

- Read the text aloud with students. Then have students read the text independently.
- Allow students to elaborate in their answers and to be creative.
- Ask these or similar questions: *¿Conoces a alguien parecido a Natacha? Da tres ejemplos de aspectos en los que esa persona y Natacha se parecen.* (Do you know someone similar to Natacha? Give three examples of how that person is like Natacha.) *¿Crees que Natacha es un personaje positivo o negativo? ¿Por qué?* (Do you think Natacha is a positive or a negative character? Why?)

POST-READING

- ▶ Explain to students that the most important thing the author says in a book is called the main idea. Reread the stories and help students identify the main idea: *“Aunque tengamos desacuerdos con nuestros amigos y familia, lo más importante es amarlos.”* (“Even if we disagree with our friends and family, the most important thing is to love them.”)
- ▶ Ask students: *¿En qué se parece o en qué se diferencia la relación de Natacha con su familia y la que tú tienes con la tuya? Explica con ejemplos.* (Is Natacha’s relationship with her family similar or different from yours? Give examples.) ✓
- ▶ Review with the class the different arguments Natacha had with her mother and her friend Pati. Then divide the class into groups. Assign each group one argument and ask them to defend Natacha’s point of view. Invite the class to discuss whether or not Natacha’s point of view is real or a product of her imagination. ✓
- ▶ Tell students that now you are going to check if their predictions were correct. Read their predictions on the board, or have students read their predictions chart, and have volunteers explain why each prediction was correct, incorrect, or partially correct.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Tell students that authors often use their own experiences and people from their lives to build the characters in their books. Ask students what they think the writer feels about Natacha's way of seeing life, and if they think the author has a personality similar to Natacha's. ✓
- Have students read the story "*Combinar*" again. Once they have finished reading it, ask students how the author lets us know in the story that parents need to be clever to get along with their kids. Invite students to explain to their classmates what they learned from this story. ✓
- Have students work in pairs to act out the story "*¿Qué dijo?*," pages 43–48, in front of the class. Assign one student the role of Natacha and the other the role of the mother. Tell pairs that you are going to be the narrator, reading the text inside the parentheses. Ask them to read only their parts and act out what you read. Change pairs a few times so the whole class can participate. Provide support and monitor whether students follow instructions correctly.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students read "*La historia*" again. Then ask them to use the information in the book and in their previous presentations to write a new homework for "*La historia*," this time using the mountain and the airplane that were brother and sister as characters. 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. Ask volunteers to read their writing to the class. ✓



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 palabra nueva con los sufijos *tele-*, *-oso(a)*. Busca su definición en el diccionario.

1. comunicación: telecomunicación, transmisión a distancia de sonidos, imágenes o señales
2. peligro: peligroso(a), que tiene peligro o puede causar daño
3. sospecha: sospechoso(a), que resulta extraño y hace sospechar
4. dirigir: teledirigir, dirigir aparatos a distancia

B Completa las oraciones.

¡guácala! enjuagó padrísimo anécdota

1. ¡Guácala! No me gusta este pastel.
2. Mi abuelo me contó una anécdota muy interesante.
3. Después del champú, Natacha enjuagó al perro.
4. Este juego es muy divertido. ¡Está padrísimo!

C Explica cómo cambia la palabra "escándalo" cuando le agregas el sufijo *-oso*. Escribe una oración con cada palabra.

Possible answer: La palabra escándalo cambia a adjetivo cuando le agrego el sufijo -oso, y se elimina el acento. / El niño hace un gran escándalo. El niño es muy escandaloso.



Nombre _____

Comprensión lectora

A Dibuja al personaje y escribe dos oraciones describiendo su carácter.

1. Natacha



cómica y testaruda

2. Mamá



paciente y responsable

B Marca con una "X" si es cierto (C) o falso (F).

1. Natacha y Pati son primas.

C	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Rafles mordió el cable del teléfono porque estaba celoso.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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3. Natacha no quiere a su mamá, por eso discute con ella.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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4. Olvidarse de olvidarse quiere decir recordarse.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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5. La mamá de Natacha trabaja mucho.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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C En el cuento "Se vivió", ¿quién tenía la razón, Natacha o Pati?
¿Por qué?

Answers will vary.



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A Escribe una palabra nueva con los sufijos *tele-*, *-oso(a)*. Busca su definición en el diccionario.

1. comunicación: _____

2. peligro: _____

3. sospecha: _____

4. dirigir: _____

B Completa las oraciones.

¡guácala! enjuagó padrísimo anécdota

1. _____ No me gusta este pastel.
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