



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



El señor del Cero

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COMPLEXITY

F&P Guided Reading Level R / Lexile Level 860L

TEXT TYPE

Literary Text: Novel / Historical Fiction

OBJECTIVES

- Read and demonstrate comprehension of a historical fiction text.
- Express and justify opinions.
- Determine the tone of a text.
- Discuss the author's word choices.
- Use word origins and context clues to determine the meaning of unfamiliar words.
- Recognize and understand adages and proverbs.
- Explore word relationships and use words learned through reading.
- Present information.
- Solve simple mathematical problems.
- Write a book report.

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- index cards
- *Tabla de tres columnas* (Graphic Organizer #31)*
- construction paper
- drawing materials: pencils, paper, markers, crayons, etc.

SUMMARY

José has great mathematical abilities and is planning to compete for the most important academic award. He loves Cordova, his native city, and the city of his ancestors for several generations, but his talents arouse the envy of one of his classmates and José is wrongly accused of blasphemy. He must leave Cordova and finally settles in a monastery, where his math abilities are mistaken for magic and heresy by some of the monks. After a few months in the monastery, José finds himself on the run again, but this time he is not alone.

STANDARDS

SLAR CCSS RL 4.1, RL 4.2, RL 4.4, RL 4.10, RF 4.3.a, RF 4.3.b, RF 4.4.b, W 4.1, W 4.4, W 4.5, W 4.9.a, W 4.10, SL 4.1.c, 4.1.d, SL 4.2, SL 4.4, SL 4.5, L 4.1, L 4.1.h, L 4.2, L 4.2.g, L 4.3, L 4.4.a, L 4.5.b, L 4.6

SLAR TEKS 4.1.A, 4.2.A, 4.2.B, 4.6.A, 4.6.B, 4.9.A, 4.15.B, 4.15.C, 5.15.D, 4.18.A, 4.20.A, 4.21.B, 4.22.A, 4.24.A.(ii), 4.24.A.(iii), 4.27.A, 4.28.A, 4.29.A

Social Studies TEKS 4.21.B–E, 4.22.A–E

Math TEKS 4.1.B–C, 4.3.G, 4.3.H

NCSS I. Culture; II. Time, Continuity, and Change; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions; VIII. Science, Technology, and Society

VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

aplacar – *tranquilizar, calmar* / to placate
censurar – *condenar, reprobar* / to condemn
concertadamente – *de manera coordinada u organizada* / harmoniously; in an orderly manner
consentir – *permitir* / to allow
contemplar – *mirar con atención, observar* / to contemplate
fornido – *fuerte, robusto* / strong, hefty
frivolidad – *superficialidad, falta de seriedad* / frivolity
implorar – *suplicar, pedir con ruegos* / to implore, beg
menguar – *disminuir, reducir* / to decline
ponzoña – *veneno, algo dañino* / poison
prejuicio – *opinión negativa acerca de algo que no se conoce bien* / prejudice
prescindir – *omitir, no contar con algo o alguien* / to do without
prestigio – *reputación, renombre* / prestige

Advanced Vocabulary

abad – *superior o jefe de un monasterio* / abbot
amonestar – *reprender; advertir a alguien de su error* / to admonish
audiencia – *acto en el que un líder religioso o político recibe y escucha a los ciudadanos* / audience
claustro – *galería que rodea el patio interior de un monasterio* / cloisters
comitiva – *grupo de personas que acompaña a alguien importante* / retinue
conjuro – *hechizo, invocación mágica* / spell
dispensar – *eliminar la obligación* / to exempt
harén – *conjunto de las mujeres que viven bajo un jefe de familia* / harem
herejía – *creencia contraria a las normas de una religión* / heresy
tributo – *impuesto que debe pagar un ciudadano* / tax
zalema – *reverencia profunda* / salaam (deep bow)

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



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 each 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., *proverbio, refrán, tono*) and instruction words, such as *cita, describe, explica, inferir, justifica*.
- Ask students to explain what each word means in their own words. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra, Mi definición, Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- Point to the explanation on page 77 about the origin of the word *cero* (zero). It comes from the Arabic word *sifr*, which means “nothing, empty.” Explain that knowing the origins of words helps us determine their meanings. There are many words in Spanish that come from Arabic. Examples from the text include: *álgebra* (from *al-jabru*, meaning “reduction”), *harén* (from *harim*, meaning “forbidden place”), *diván* (from *diwan*, meaning “place of assembly”), *zaguán* (from *istawán*, meaning “arcade”), *zalema* (from the Arabic greeting *salam*, meaning “peace”). Have students come up with an original sentence for each of these words as they are used in Spanish.
- Explain that during the Middle Ages, the pronoun *vos* was used instead of *usted*. Point out examples in the book of *vos* and of the verb conjugations that are used with *vos*. For example: “*Vos habéis sido muy bueno conmigo. Os puedo confiar mi destino*” (p. 84). Ask students to find other examples of this on pages 57 and 89. Then have students convert the dialogues to modern Spanish.
- Point out words that may cause students spelling difficulties. For example: *a ver* on page 17 (to see) and *haber* (auxiliary verb) on page 60; *barón* (baron) on page 107 and *varón* (male) on page 136; *ciervo* (deer) and *siervo* (servant) on page 30; *has* (auxiliary, from *haber*) on page 37 and *haz* (make) on page 37; *valla* (fence) on page 10 and *vaya* (go) on page 113. Have students write sentences with these words.
- Explain that a proverb or saying (*proverbio o refrán*) is a short phrase—usually very old—that is considered by many to be true. Divide the class into small groups and assign one of these proverbs to each group: “*No por mucho apresurarse se consiguen mejores resultados*” (p. 12), “*Cada hombre es un mundo*” (p. 81), and “*Del amo y del mulo, cuanto más lejos, más seguros*” (p. 125). Have groups discuss the meaning of the proverb and whether they think it is true.

READING

PRE-READING

- ▶ Discuss with students what they know about different cultures and religions. Ask: *¿Qué religiones conocen? ¿Cuáles con algunas de las características de esas religiones?* (What religions do you know about? What are some of the characteristics of those religions?) *¿Por qué es importante respetar a todas las personas? ¿Qué problemas podría haber si no nos respetamos?* (Why is it important that we respect everybody? What problems might there be if we do not respect each other?)
- ▶ Ask students to read the title and the table of contents, and look at the illustrations. Then have them set a purpose for reading. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

READING

- ▶ Point to the map on page 19 and explain that during the tenth century A.D., a large portion of Spain was under Muslim rule. The rest of the territories—located in the North and parts of the Mediterranean—were ruled by different Christian kings and feudal lords who were battling each other. The South, under Muslim rule, was better organized and more scientifically advanced. Then read aloud the introduction (pp. 7–8) to familiarize students with the historical background. Ask: *¿Quiénes inventaron el concepto del cero? ¿Cómo llegó a Europa?* (Who invented the concept of zero? How did it spread to Europe?) *¿Quiénes dominaban la ciudad de Córdoba? ¿Qué distintas religiones convivían en Córdoba?* (Who were the rulers of Cordova? What different religions lived together in Cordova?) *¿Quiénes eran los mozárabes? ¿De qué trata este libro?* (Who were the Mozarabs? What is this book about?)
- ▶ Discuss some of the text and graphic features. Explain that there are notes on pages 149–154 to help with some of the historical, geographical, and cultural references mentioned in the book. Then focus students' attention on the maps and illustrations, which will help them visualize the setting. Finally, do a read-aloud of Chapter I (pp. 9–16) to guide students in reading critically. Then ask: *¿Qué indica acerca de José la rapidez con la que resolvió el problema?* (What does the speed with which José solved the problem tell you about him?) *¿Qué importancia tenía el premio del Califa? ¿Por qué era un obstáculo ser cristiano?* (What was the importance of the Caliph Award? Why was being a Christian an obstacle?) *¿Qué argumento utiliza Alí para defender que no se le dé el premio a José? ¿Qué contraargumento usa Mohamed? ¿Qué piensan ustedes? Justifiquen su opinión.* (What argument does Ali use to defend that José should not be the recipient of the award? What counterargument does Mohamed use? What do you think? Justify your opinion.)
- ▶ Instruct students to read each chapter independently. Provide them with index cards and have them note the main topic of the chapter and list key details and any words or phrases whose meaning they cannot determine. After students finish reading each chapter, have them summarize what they read in a paragraph, using their notes as a guide. Then have students get together with a classmate and take turns reading their paragraph with appropriate expression. As each student reads, his or her partner should think of two or three questions about the content. Students should attempt to answer their partners' questions. Monitor and assist students as needed.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences. Ask: *¿Qué materias estudiaba José en Córdoba?* (What subjects did José study in Cordova?) *¿Quién es Emma?* *¿Qué siente por José?* (Who is Emma? What are her feelings toward José?) *¿Por qué algunos monjes no aceptaban a José?* *¿Qué tuvo que hacer al final?* (Why didn't some monks accept José? What did he have to do in the end?)

AT-LEVEL STUDENTS

- Encourage students to make inferences based on the text, using short sentences. Ask these or similar questions: *¿Se adaptó fácilmente José a la vida en el Norte? Cita evidencias del texto.* (Did José adapt easily to life in the North? Cite text evidence.) *Emma dice que no quiere ser “una mujer triste y sola en un castillo” (p. 121). ¿Qué se infiere de la vida y del papel de la mujer en aquella sociedad?* (Emma says that she does not want to be “a sad and lonely woman in a castle.” What can be inferred about the life and role of women in that society?)

ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Por qué prefiere Emma ser monja a casarse? ¿Qué te indica eso sobre ella?* (Why does Emma prefer being a nun to getting married? What does that tell you about her?) *Compara y contrasta las culturas y los habitantes de Córdoba y del Norte. ¿A qué se deben las diferencias? Cita evidencias del texto.* (Compare and contrast the cultures and inhabitants of Cordova and the North. Why are they different? Cite text evidence.)

POST-READING

- ▶ Explain that the tone (*tono*) of a text is the author's attitude toward the characters and the topic. The setting, dialogues, and author's word choices show us the tone. The author may change the tone during the course of the story. Share with students some words that are often used to describe tone: *optimista* (optimistic), *pesimista* (pessimistic), *melancólico* (melancholic), *nostálgico* (nostalgic), *serio* (serious), *cómico* (comic), *triste* (sad), *esperanzador* (encouraging). Then, read from “*Te irás con una caravana...*” on page 52 to “*... para resolver problemas*” on page 53 aloud and ask: *¿Qué siente José: alivio o tristeza? ¿Qué palabras lo indican?* (What does José feel: relief or sadness? Which words tell you that?) *¿Qué tono expresa la autora: optimista o melancólico? ¿Por qué?* (What tone does the author convey: optimistic or melancholic? Why?) ✓
- ▶ Explain to students that the author chose her words carefully. Provide them with a three-column chart (Graphic Organizer #31) and have them add these headings: *Enojado*, *Esperanzador*, *Nostálgico*. Then ask students to reread pages 87–89, and list words and phrases from the text in each column of their chart. Then have students share their charts with a partner and explain how the words chosen by the author help convey the tone of the text. ✓
- ▶ Have students work in pairs to read the epilogue on pages 147–148. Then, promote a class discussion and ask students to speculate on what might have happened to Ató and Arnulf. Ask students to justify their answers using information from the text.

**CONNECTION WITH CONTENT AREAS:
SOCIAL STUDIES, MATHEMATICS**

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students work in pairs to copy the map that appears on page 19 onto construction paper. Next, have them use this map as well as the one on page 31 to label each kingdom and the different cities and places mentioned in the story (e.g., Córdoba, Santa María de Ripoll, Sant Joan de las Abadesas, Navarra, Toledo). Ask students to consult other historical sources to make their maps more accurate and complete. Then have them use the information in the book to trace the route José took when he left Cordova, label the places where he lived or stayed, point out the places of origin of the people he met, and pinpoint his final destination, as revealed in the letter to his parents (pages 145–146). Finally, have students present their maps and briefly explain what happened at each stage of José’s journey. Encourage students to use vocabulary words such as *abad*, *amonestar*, *claustró*, *comitiva*, *herejía*, *tributo*, etc., as they do this activity. ✓
- ▶ Have students work with a classmate to solve the mathematical problems posed by the abbot on pages 68–69 and 134–135. Ask students to show how they solved the problem. For example:
a.) $24 \text{ horses} \times 1.5 \text{ bundles of hay} = 36 \text{ bundles of hay}$; $24 \text{ horses} \times 0.5 \text{ part of grain feed} = 12 \text{ parts of grain feed}$.
b.) $15 \text{ men} \times 1 \text{ loaf of bread} = 15 \text{ loaves of bread}$; $15 \text{ men} \times 3 \text{ slices of bacon} = 45 \text{ slices of bacon}$; $15 \text{ men} \times 1 \text{ slice of cheese} = 15 \text{ slices of cheese}$ (tell students not to calculate the amount of wine because the type of measure given is no longer used). Have student pairs compare and discuss their solutions with those of another pair of students.

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a book report. Remind them to use the notes they took as they were reading as well as their summaries. Also, encourage students to create an outline before they begin writing. Suggest this structure: Introduction: information about the book, such as title, author, genre, etc. and a statement about why they read this book; Summary: an overview of the story, including setting, historical background, characters, and plot; Details about the characters: a description of the main characters and their conflicts; Details about the plot: a description of the main events and key details of the story; Evaluation and conclusion: an opinion about the book, supporting it with text evidence, and a statement about whether or not they recommend the book. Guide and support the students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. ✓



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 Encierra en un círculo la palabra correcta.

1. José se asombró porque en el Norte no se censuraban / aplacaban los insultos al Islam.
2. El abad consintió / contempló a José con curiosidad.
3. Tenían prejuicios / ponzoñas y no aceptaban a las personas de otras culturas.
4. Ellos decidieron menguar / prescindir de su ayuda en la biblioteca.
5. Él fue ante el rey y le imploró / concertó que lo perdonara.
6. José tenía frivolidad / prestigio como matemático.

B Elige el proverbio adecuado para esta situación.

1. Antonio y yo somos hermanos, pero no por eso pensamos igual.
___ a. Del amo y del mulo, cuanto más lejos, más seguros.
___ b. No por mucho apresurarse se consiguen mejores resultados.
X c. Cada hombre es un mundo.

C Encierra en un círculo la palabra correcta.

1. El ciervo / siervo saltó una vaya / valla cuando oyó al cazador.
2. Los barones / varones, y demás nobles de la corte, respetaban al rey.
3. La gente se paraba haber / a ver pasar al Califa y toda la corte.

D Marca la oración que significa lo mismo que: "Os acostumbraréis... Ha sido un cambio muy brusco para vos". (pág. 89)

- ___ a. Se acostumbrarán... Ha sido un cambio muy brusco para ustedes.
- X b. Se acostumbrará... Ha sido un cambio muy brusco para usted.
- ___ c. Te acostumbrarás... Ha sido un cambio muy brusco para ti.



Nombre _____

Comprensión lectora

A Indica si es cierto (C) o falso (F).

- | | C | F |
|---|-------------------------------------|-------------------------------------|
| 1. El “diván” era un consejo formado por cuatro jueces. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. En Córdoba convivían en paz los budistas y los hindúes. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Emma no quería ser monja. Quería casarse y tener hijos. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. El hermano Hugo acusó a José ante el arzobispo. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Emma y José se escapan, pero son apresados y encarcelados. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

B Contesta.

- ¿Por qué tiene que irse José de Córdoba?
Porque lo habían acusado falsamente de blasfemar de Mahoma.
- ¿En qué se diferenciaba la vida de las monjas y de las mujeres casadas?
Possible answer: Las monjas podían estudiar, mientras que las mujeres casadas solo podían aprender las labores de la casa y no sabían ni escribir ni leer.
- ¿Cuál era la ventaja del sistema de numeración árabe sobre el romano?
Permitía hacer cálculos matemáticos más complejos muy rápidamente.
- ¿A qué se dedicaba José en el monasterio? ¿Por qué era importante su trabajo?
Traducía libros de matemáticas del árabe al latín. Era un trabajo importante porque ayudaba a difundir los conocimientos.

C Elige el tono que expresa la autora en cada caso.

ansioso

optimista

amenazante

triste

- “Te juro que no consentiré que nadie me arrebatte el premio del Califa! ¡Estás avisado, Sidi Sifr!”. (pág. 16) amenazante
- “No he podido dormir, ni trabajar ni comer. [...] Me ha devorado la incertidumbre”. (pág. 121) ansioso
- “Quería encontrar en aquel monasterio tan grande un lugar solitario donde poder llorar a solas”. (pág. 89) triste
- “No te preocupes. Todo nos irá bien”. (pág. 122) optimista



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ansioso

optimista

amenazante

triste

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