



## Lesson Plan and Activities

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



### ¡Extra! ¡Extra!

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### COMPLEXITY

F&P Guided Reading Level M / Lexile Level 840L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Literary Text: Fairy Tales

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- Identify the different sections of a newspaper.
- Identify and discuss the beginning, middle, and end of a story.
- Identify an opinion and supporting arguments.
- Use word structure and context clues to determine the meaning of unfamiliar words and idioms.
- Explore word relationships and use words learned through reading.
- Understand the debate process and hold a debate.
- Conduct an interview.
- Write a news report.



**Together we foster lifelong readers**

## MATERIALS

- ➔ index cards
- ➔ *Preguntas clave, Tabla de tres columnas* (Graphic Organizers #22 and #31)\*
- ➔ audio and/or video recording equipment
- ➔ construction paper
- ➔ drawing materials: pencils, paper, markers, crayons, etc.

## SUMMARY

A giant bean plant—so tall that it reaches the clouds—has grown in *Bosque Escondido* and the neighbors do not know what to do about it. Meanwhile, in Italy, Pinocchio is missing and his creator has left town to search for him. And in Mexico, Mediapollito has set out on a trip to Mexico City. Read about these and other current news in the *Bosque Escondido's* newspaper.

## STANDARDS

**SLAR CCSS** RL 4.1, RL 4.3, RL 4.4, RF 4.3.a, RF 4.4.c, W 4.2, W 4.5, W 4.6, W 4.9.b, SL 4.1.b, SL 4.1.c, SL 4.3, SL 4.4, L 4.3, L 4.5.b, L 4.6

**SLAR TEKS** 4.1.A, 4.2.D, 4.3.B, 4.6.A, 4.9.A, 4.14.A, 4.15.E, 4.16.A, 4.20.C, 4.21.D, 4.22.C, 4.23.B, 4.24.A.(i), 4.24.C, 4.27.A, 4.28.A, 4.29.A

**NCSS** I. Culture

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**emprender** – *comenzar, iniciar* / to set out on

**exhausto** – *muy cansado* / exhausted

**extraer** – *obtener o sacar una cosa de otra* /  
to get

**extraviado** – *perdido* / lost

**ingenioso** – *listo, inteligente* / clever

**injustificado** – *sin razón* / unjustified

**ovación** – *aplauzo* / ovation

**perjudicial** – *dañino, malo* / harmful

**proponer** – *sugerir* / to suggest

**provecho** – *beneficio, utilidad* / benefit

**sensato** – *prudente, juicioso* / sensible

### Advanced Vocabulary

**corresponsal** – *periodista que envía noticias desde un país extranjero* / correspondent

**edición** – *ejemplar, número de una revista o periódico* / edition

**(el) editorial** – *artículo que expresa la opinión de los directores del periódico* / editorial

**encuesta** – *preguntas que se les hacen a un número grande de personas para recolectar información* / survey

**entrevista** – *conversación entre un periodista y una persona conocida* / interview

**publicar** – *hacer público algo por un medio de comunicación* / to publish

**reportero** – *periodista que hace reportajes* / reporter

**retoñar** – *volverle a salir hojas e hijos a una planta* / to sprout

**secundar** – *apoyar a una persona* / to support

**títere** – *muñeco que se mueve con cuerdas* / puppet

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://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., *desarrollo*, *desenlace*, *modismo*, *principio*) and instruction words, such as *cita*, *clasifica*, *debate*, *entrevista*, *justifica*, *opina*, *pregunta*.
- ➔ Ask students to explain what each word means in their own words. Then, have them create flash cards. Distribute index cards and have students write these headings, leaving space for their answers, on each card: *Palabra*, *Mi definición*, *Oración*. Then, ask students to come up with a drawing to represent each word on the back of the corresponding card. Ask student pairs to test each other using these flash cards.
- ➔ Point out the prefix *ex-* (outside, out of) in *extraer* and the prefix *in-* (negation) in *injustificado*, and explain to students how knowing these groups of letters that go at the beginning of some words helps them determine the meaning of the word. Then introduce the prefixes *des-* (opposite), *dis-* (absence of), and *re-* (repetition). Next, have students determine the meaning of *desafortunado* (unfortunate) on page 20, *deshacerse* (to get rid of) on page 16, *desleal* (disloyal) on page 8, *disgusto* (upset) on page 14, *incierto* (uncertain) on page 18, *insensato* (foolish) on page 25, *recolectar* (to harvest) on page 25, and *reunido* (reunited) on page 22. Ask students to write sentences with these words.
- ➔ Explain that an idiom (*modismo*) is an expression that cannot be understood by analyzing the individual words that comprise it. For example: *no pintar nada bien* (it doesn't look good) on page 6. Divide the class into small groups and assign each group one of these idioms: *para chuparse los dedos* (p. 20), *ponerse en nuestras manos* (p. 20), *caer en su propia trampa* (p. 20), *recibir su justa recompensa* (p. 26), and *no volver a ser el mismo* (p. 28). Have students discuss the meaning of the idiom and think of a situation for which their idiom would be appropriate. Finally, have students role-play the situation for the class.
- ➔ Form two teams and play a picture dictionary game. Prepare index cards with the vocabulary terms. Each student gets to draw a card. Remind them that they cannot use numbers, letters, or words in their drawings. Give teams a set amount of time for making guesses.

## READING

### PRE-READING

- ▶ Discuss with students the characters, setting, and plot of some of the fairy tales they know. Ask: *¿Conocen el cuento “Juan y los frijoles mágicos”?* *¿De qué trata?* (Do you know the story “Jack and the Beanstalk”? What is the story about?) *¿Conocen otros cuentos, como “Pinocho”, “Caperucita roja”, “Mediopollito”?* *¿De qué tratan?* (Do you know other stories, such as “Pinocchio,” “Little Red Riding Hood,” “Half-Chicken”? What are these stories about?)
- ▶ Have students read the title and look at the illustrations to help them identify the genre. Then have students set a purpose for reading. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es?* (What type of text do you think this is?) *¿Esperan divertirse al leer este libro?* *¿Por qué?* (Do you expect to have fun reading this book? Why?)

### READING

- ▶ Elicit that this book is organized as if it were a newspaper. Show and guide students through the different sections: *La primera plana* (front page) on pages 6, 14, and 24; *Opinión* on pages 8, 16, and 25; *Editorial* on pages 9, 17, and 25; *Internacional* on pages 10, 18, 22, and 26; *Deportes* on pages 11 and 19; *Anuncios* (classifieds) on pages 12, 20, and 28–29; *Entrevista* (interview) on page 27. Discuss the characteristics and contents of these sections. Then ask: *¿Cómo se llama este periódico?* *¿Qué indica el nombre?* (What is the name of this paper? What does the name tell you?) *¿Qué sección leen si quieren enterarse de algo que sucedió en otro país: Editorial o Internacional?* (What section do you read if you want to find out what happened in another country, Editorial or International?)
- ▶ Do a read aloud of page 6 to familiarize students with the text and to model pronunciation and intonation. Then ask: *¿Qué causa alarma en Bosque Escondido?* *¿Por qué?* (What is alarming the people in *Bosque Escondido*? Why?) *¿Cómo se sienten los vecinos al respecto?* (How are the neighbors feeling about it?)
- ▶ Divide the class into three groups, and assign these readings: Group I: the main news story on pages 6, 14, and 24; Group II: the story about Pinocchio on pages 10, 18, 22, and 26; Group III: the story about Mediapollito on pages 10, 18, 22, and 26. Divide each group into pairs and have student pairs do a partner read-aloud of their assigned story. Provide pairs with a three-column chart (Graphic Organizer #31) and have them label the columns *Principio*, *Desarrollo*, *Desenlace*. As they read, have pairs fill in their charts with the events that take place at each stage of the story. Then, have each group come together and compare their charts. Finally, come together in a whole-class session and have each of the three groups report their news story to the class, using their charts as a guide. You may wish to organize this presentation as a newscast.
- ▶ Ask students to read the Opinion (pp. 8, 16, and 25) and the Editorial (pp. 9, 17, and 25) columns individually. Explain that the authors of these columns express opposing views on what to do with the giant bean plant. As students read, ask them to jot down on separate note cards the opinions expressed by each author. Have students keep their notes for later use.

#### 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: *¿Quién es Juan? ¿Qué le sucedió? ¿Por qué su mamá no quiere cortar la planta? (Who is Juan? What happened to him? Why doesn't his mom want to cut the beanstalk?) ¿Por qué algunos vecinos de Bosque Escondido piensan que la planta de frijoles mágicos es peligrosa? (Why do some neighbors of Bosque Escondido think this magic beanstalk is dangerous?) ¿Adónde viaja Mediopollito? ¿Cómo es? ¿Quiénes lo ayudaron? (Where is Mediopollito traveling? What is he like? Who helped him?) ¿Quién es Pinocho? ¿Qué transformación tuvo? (Who is Pinocchio? How was he transformed?)*

### AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask: *¿Por qué cree el Sr. Gato que “la planta es competencia desleal”? Predice qué habría pasado si se hubieran seguido las recomendaciones del Sr. Gato. Justifica tu respuesta. (Why does Mr. Cat think the plant is unfair competition? Predict what would have happened if Mr. Cat's recommendations had been followed. Justify your answer.) ¿Cómo crees que el cocinero ve a Mediopollito? Cita evidencias del texto. (How do you think the cook sees Mediopollito? Cite text evidence.)*

### ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask: *¿Qué posición habrías tomado: la del Sr. Gato o la de la Gallina Picotina? ¿Por qué? Defiende tu posición con evidencias del texto. (What position would you have held, Mr. Cat's or Gallina Picotina's? Why? Defend your position with evidence from the text.) Explica cómo Mediopollito “recibió su justa recompensa”. (p. 26) ¿Por qué fue justo su final? (Explain how Mediopollito got his just reward. Why was his end just?)*

## POST-READING

- ▶ Explain that an opinion is what someone thinks or believes. Opinions are supported with reasons and facts. Then have students take out the note cards they prepared as they were reading the Opinion and Editorial columns and tell them they can use these cards to help them answer your questions. Ask: *¿Qué cree el Sr. Gato que se debe hacer con la planta gigante? ¿Qué razones da para apoyar su opinión? (What does Mr. Cat think should be done with the giant plant? What reasons does he offer to support his opinion?) ¿Qué opinión tiene la Gallina Picotina sobre este asunto? ¿Qué razones da para apoyar su opinión? (What is Gallina Picotina's opinion about this matter? What reasons does she offer to support her opinion?)*
- ▶ Have students reread the Opinion and Editorial columns on pages 8, 9, 16, 17, and 25. As they reread, encourage them to take notes on the arguments each author provides to support his or her opinions. Then, hold a debate. Divide the class into groups of six. Each group will represent one opinion: Sr. Gato's or Gallina Picotina's. Each member of the team will have a specific responsibility: moderator, lead debater, questioner, question responder, rebutter, and summarizer. ✓



**CONNECTION WITH CONTENT AREAS:  
LANGUAGE ARTS, JOURNALISM**

**INSTRUCTIONAL FOCUS:**

Building Knowledge in the Content Areas



- ▶ Explain that an interview is a conversation between two or more people in which one person asks questions and the other person answers them. Have students read the interview on page 27, and then discuss it as a class. Distribute a five Ws and one H chart (Graphic Organizer #22). Next, have student pairs choose one of the characters from the other stories they read (e.g., Sr. Geppetto, Pinocho, Mediapollito) and come up with the script for an interview. Ask students to reread the story and think of questions that would encourage the character to share details and feelings. Remind students of these useful question words: *¿Quién?* *¿Qué?* *¿Cómo?* *¿Dónde?* *¿Cuándo?* *¿Por qué?* Then have students think of possible answers for their character. Allow for rehearsal time and then invite student pairs to role-play their interviews for the class. Consider recording the interviews and evaluating them with students afterward. ✓
- ▶ Have students look at the ads (*anuncios*) on pages 12, 20, and 28–29. Engage them in a brief discussion about the goals of ads and the influence advertising has on our behavior as consumers. Show students other ads from different audiovisual sources (e.g., TV, radio, magazines) and discuss what makes these ads attractive. Then divide the class into small groups and have them think of a product they would like to advertise in *Diario del Bosque Escondido*. Distribute construction paper and have groups design their ads. Students may want to create a slogan or jingle for their ads. Finally, have groups present their ads to the class.

**WRITING**

**INSTRUCTIONAL FOCUS:**

Writing from Sources / Research Strand



Have students read the *Deportes* section on pages 11 and 19, and ask them to write a news report about this event (i.e., the race between the hare and the tortoise). Since very little information is included in the book, students will have to make up most of the information. The report should be four paragraphs long. Suggest this organization: I. Introduction: introduces the information in an interesting way; II. Body: answers who, what, how, where, and why; III. Conclusion: ties the information together. Encourage students to add illustrations or graphics to their news piece. In addition to using the text, have students consult the Sports section of different newspapers to get an idea of the main characteristics of these news reports. Guide and assist students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. Then have students publish their news report on the class web page (if there is one) or on the class bulletin board. ✓



**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.



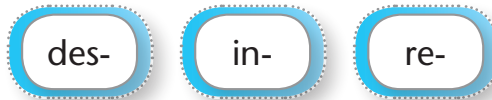
Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |                |                  |             |
|----------------|------------------|-------------|
| 1. ovación     | <del>_____</del> | a. sacar    |
| 2. sensato     | <del>_____</del> | b. sugerir  |
| 3. extraer     | <del>_____</del> | c. dañino   |
| 4. emprender   | <del>_____</del> | d. perdido  |
| 5. perjudicial | <del>_____</del> | e. aplauso  |
| 6. proponer    | <del>_____</del> | f. comenzar |
| 7. extraviado  | <del>_____</del> | g. prudente |

### B Añade el prefijo adecuado y define las palabras. Después escribe una oración con cada palabra.



- in- cierto: inseguro, dudoso  
Answers will vary.
- re- unido: vuelto a unir  
Answers will vary.
- in- justificado: sin razón  
Answers will vary.
- des- afortunado: sin suerte o fortuna  
Answers will vary.

### C Ilustra estos modismos y explica qué significan.

1. para chuparse los dedos

2. no pintar nada bien

Drawing must show understanding of the idiom.

Drawing must show understanding of the idiom.

Possible answer: la comida está muy rica.

Possible answer: no parece que vaya a tener buen final.



Nombre \_\_\_\_\_

## Comprensión lectora

### A Clasifica en la sección adecuada del *Diario del Bosque Escondido*.

- Tenemos que destruir la planta.
- Oferta de ropa infantil.
- Sorprende el resultado de la carrera.
- Hay que esperar antes de decidir.
- Mediopollito emprende viaje.
- Pinocho y el Sr. Geppetto, reunidos.
- Planta gigante causa alarma.
- Apareció Juan.

Primera plana	Internacional	Opinión / Editorial	Deportes	Anuncios
Planta gigante causa alarma.	Mediopollito emprende viaje.	Tenemos que destruir la planta.	Sorprende el resultado de la carrera.	Oferta de ropa infantil.
Apareció Juan.	Pinocho y el Sr. Geppetto, reunidos.	Hay que esperar antes de decidir.		

### B Busca en el texto un argumento para apoyar cada opinión.

**OPINIÓN:** La planta es un peligro y hay que cortarla.

Possible answer: La desaparición de Juan es una prueba del peligro.

**OPINIÓN:** No se debe cortar la planta de frijol.

Possible answer: Una madre espera el regreso de su hijo, que trepó por la planta.

### C Completa esta entrevista que le hicieron a Mediopollito.

1. ¿Por qué estuviste a punto de morir? Cuéntanos qué pasó.

Possible answer: Cuando pasé cerca del palacio del virrey, el cocinero me vio y quiso hacer un guiso conmigo.

2. ¿Cómo te salvaste?

Possible answer: Mi amiga Agua apagó el fuego y Fuego se dejó extinguir. Luego, mi amigo Viento me levantó y me sacó de la cocina.

3. ¿Qué te ha enseñado esta experiencia?

Possible answer: Esta experiencia me ha enseñado que es importante ser generosos. Si lo somos, recibiremos nuestra justa recompensa.





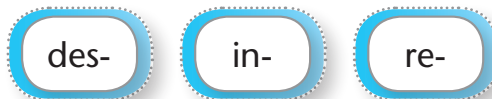
Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |                |             |
|----------------|-------------|
| 1. ovación     | a. sacar    |
| 2. sensato     | b. sugerir  |
| 3. extraer     | c. dañino   |
| 4. emprender   | d. perdido  |
| 5. perjudicial | e. aplauso  |
| 6. proponer    | f. comenzar |
| 7. extraviado  | g. prudente |

### B Añade el prefijo adecuado y define las palabras. Después escribe una oración con cada palabra.



- \_\_\_\_\_ cierto: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ unido: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ justificado: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ afortunado: \_\_\_\_\_  
\_\_\_\_\_

### C Ilustra estos modismos y explica qué significan.

1. para chuparse los dedos

2. no pintar nada bien

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Nombre \_\_\_\_\_

### Comprensión lectora

**A** Clasifica en la sección adecuada del *Diario del Bosque Escondido*.

- Tenemos que destruir la planta.
- Oferta de ropa infantil.
- Sorprende el resultado de la carrera.
- Hay que esperar antes de decidir.
- Mediopollito emprende viaje.
- Pinocho y el Sr. Geppetto, reunidos.
- Planta gigante causa alarma.
- Apareció Juan.

Primera plana	Internacional	Opinión / Editorial	Deportes	Anuncios

**B** Busca en el texto un argumento para apoyar cada opinión.

**OPINIÓN:** La planta es un peligro y hay que cortarla.

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**OPINIÓN:** No se debe cortar la planta de frijol.

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**C** Completa esta entrevista que le hicieron a Mediopollito.

1. ¿Por qué estuviste a punto de morir? Cuéntanos qué pasó.

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2. ¿Cómo te salvaste?

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3. ¿Qué te ha enseñado esta experiencia?

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