

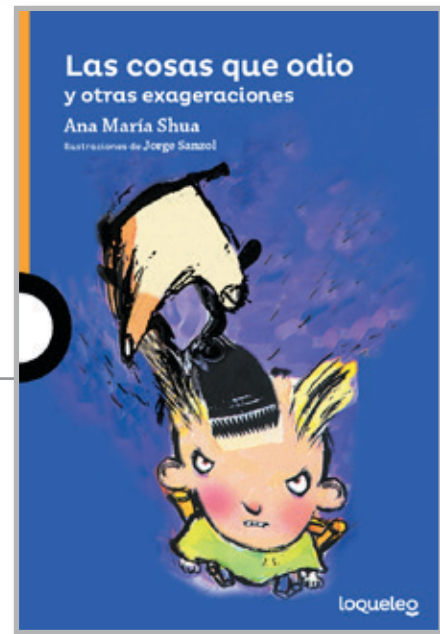


## Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

### Las cosas que odio y otras exageraciones

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#### COMPLEXITY

F&P Guided Reading Level Q / Lexile Level N/A (Poetry)

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### TEXT TYPE

Literary Text: Poetry

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

#### OBJECTIVES

- Read and understand poetry.
- Identify the structure and characteristics of poems.
- Recognize and understand figurative language.
- Explain the meaning of similes, metaphors, and hyperbole.
- Understand how poetry helps poets express their feelings.
- Ask and answer questions about poems.
- Use context clues and word structure to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Connect the ideas in the text to real-life situations.
- Write to describe.



**Together we foster lifelong readers**

## MATERIALS

- index cards
- drawing materials: pencils, paper, crayons, etc.
- *Inventario de palabras, Tabla de dos columnas* (Graphic Organizers #14 and #30)\*
- two-column chart
- metronome
- instrumental tango music (online or a CD)

## SUMMARY

This is a book of poems that is divided into two parts. In the first part of this collection of poems, the poet talks about some of the things she hates: going to the doctor, getting up early, taking a bath, darkness, parental prohibitions, getting a haircut, etc. In the second part, the poems describe grossly exaggerated stories about different people. Using humor and hyperbole, the poems reflect a child's point of view about everyday life.

## STANDARDS

**SLAR CCSS** RL.4.1, RL.4.4, RL.4.5, RL.4.7, RL.4.9, RE.4.3.a, RE.4.3.b, RE.4.3.c, RE.4.4.b, W.4.3.d, W.4.4, W.4.10, SL.4.1, SL.4.2, SL.4.4, L.4.1.b, L.4.2.g, L.4.2.i, L.4.3, L.4.4.b, L.4.5.a, L.4.6

**NCSS** I. Culture

**SLAR TEKS** 4.1.A, 4.2.A, 4.4.A, 4.8.A, 4.16.B, 4.20.A.(iii), 4.20.C, 4.21.A, 4.24.C, 4.22.E, 4.27.A, 4.29.A

**Music TEKS** 5.C

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**abismo** – *profundidad muy grande y peligrosa / abyss*

**acechar** – *observar o vigilar con un propósito / to watch, to stalk*

**canjear** – *intercambiar; darle algo a alguien a cambio de otra cosa / to exchange, to trade*

**convidar** – *invitar / to invite*

**ensañarse** – *causar daño o dolor a alguien que no puede defenderse / to treat cruelly*

**esmero** – *mucho cuidado o atención / carefulness*

**espejismo** – *ilusión óptica que causa la luz y que parece ser el reflejo del agua / mirage*

**estrafalario** – *raro, fuera de lo común, ridículo / extravagant, outlandish*

**renunciar** – *dejar de hacer algo por sacrificio / to give up*

**roer** – *morder algo poco a poco hasta desgastarlo / to gnaw, to chew*

## Advanced Vocabulary

**aserrín** – *polvo de la madera que se produce cuando se sierra / sawdust*

**castañetear** – *sonar los dientes al moverse una mandíbula contra la otra / to chatter*

**empedrado** – *suelo hecho de piedras / pavement*

**empollar** – *cuando un ave calienta los huevos para sacar pollitos / to hatch eggs*

**estofado** – *guiso, generalmente con carne, que se hace a fuego lento / stew*

**naufragar** – *hundirse un barco / to be shipwrecked*

**piropo** – *cumplido o frase de elogio / flirtatious remark*

**prolijo** – *cuidadoso / meticulous*

**rapar** – *cortar el pelo muy corto / to cut hair very short*

\* 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 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 (from magazines, books, or the Internet), 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., *estrofa*, *imagen*, *lenguaje figurado*, *poesía*, *poeta*, *rima*, *ritmo*, *verso*, *visualizar*) and instruction words, such as *analiza*, *clasifica*, *compara*, *completa*, *comparte*, *describe*, *explica*, *identifica*, *representa*, *vuelve a contar*.
- ➔ Organize a Think-Pair-Share activity for the vocabulary words. Have students think about each word for a moment. Then ask them to write about their understanding of the word on an index card (one card for each word). Next, have students get together with a classmate to compare their understanding of the word. Finally, have students share their knowledge of the word by creating a visual representation (on the back of the card) in order to teach it to others.
- ➔ Explain to students that analyzing the structure of a word will help them figure out its meaning. Remind them of these structures:
  - Greek and Latin word parts: *extraterrestre* on p. 13, from *extra-* (outside of) + *terrestre* (terrestrial); *termómetro* on p. 13, from *termo-* (heat) + *metro* (measure).
  - Roots and word families: *acalorado* (feeling hot) on p. 21, from *calor* (heat); *ensaladera* (salad bowl) on p. 31, from *ensalada* (salad); *parpadear* (to blink) on p. 19, from *párpado* (eyelid).
  - Suffix: *-ón* (augmentative): *mordiscón* (large bite) on p. 16; *envión* (large thrust or push) on p. 56.
- ➔ Point out words that may cause students spelling difficulties: *jirafa* on p. 9 and *gigante* on p. 63. And words that differ in the use of accent marks, such as *sabana* (savanna) on p. 19 and *sábana* (bed sheet); *cómo* (how) on p. 7 and *como* (like) on p. 16; *que* (that) on p. 7 and *qué* (what) on p. 13. Have students write pairs of sentences using these words. Then ask them to exchange their sentences with a classmate who will check them for appropriate spelling and word use.
- ➔ Explain that some words mean different things in different regions of the Spanish-speaking world or are only used in a specific country. The authors of this book are Argentinean and use some words that are typical of the Spanish spoken there. For example: *ananá* (pineapple) on p. 67; *colectivo* (city bus) on p. 37; *heladera* (refrigerator) on p. 37; *malla* (bathing suit) on p. 51; *pieza* (bedroom) on p. 65; *vereda* (sidewalk) on p. 33. Remind students that looking at context clues will help them determine the meaning of words like these. Have student pairs analyze the context in which these words are used in the text and point out clues that help them figure out the meaning.
- ➔ Form several teams to play vocabulary charades. Write the vocabulary terms on strips of paper and place them in a bag. Students draw a word from the bag and act it out.
- ➔ Have students complete a word inventory chart (Graphic Organizer #14) for each of the words before you introduce the vocabulary. Ask them to classify each word: 1. *Es la primera vez que oigo o veo esta palabra*; 2. *La he escuchado y la he visto antes, pero no sé exactamente qué significa*; 3. *Conozco una definición de esta palabra. Podría usarla en una oración*; 4. *Conozco varias maneras de usar esta palabra*. Then, repeat this activity at the end of the vocabulary presentation and activities to assess students' progress. ✓

## READING

### PRE-READING

- ▶ Discuss with students things and activities they dislike. You may wish to list their answers on the board. Then compare and contrast students' answers. Ask: *Mencionen tres cosas o actividades que odian. ¿Por qué no les gustan?* (Tell three things or activities you hate. Why don't you like them?) *¿Odiamos el mismo tipo de cosas o tenemos gustos diferentes?* (Do we hate similar things or do we have different tastes?)
- ▶ Have students read the title and the table of contents, and then have them leaf through the book, looking at the illustrations. Ask: *¿Qué tipo de texto es este?* (What type of text is this?) *¿De qué creen que tratan estos poemas?* *¿Por qué creen eso? Den dos ejemplos.* (What do you think these poems are about? Why do you think that? Provide two examples.)

### READING

- ▶ Explain to students that through poetry, poets express their feelings and experiences. Focus students' attention on the poem "Mascotas" on pp. 9–10 and explain that poems are usually divided into *estrofas* (stanzas), which consist of several verses or lines. Then ask: *Fíjense en la primera estrofa. ¿Qué mascota le dejan tener a la autora? ¿Y qué tipo de mascota quiere ella? ¿Por qué?* (Look at the first stanza. What pet can the author have? And what type of pet does she want? Why?) *En la tercera estrofa, ¿qué mascotas compró la poetisa? ¿Les sorprendió eso?* (In the third stanza, which pets did the poet buy? Did that surprise you?)
- ▶ Explain to students that some poems have *rima* (rhyme), which is the correspondence of sound between the endings of words, especially when these are used at the ends of lines of a poem. Then ask: *Fíjense en el final de los versos de la tercera estrofa. ¿Qué palabras riman?* (Look at the end of the verses in the third stanza. Which words rhyme?) Continue looking for rhyming words throughout the poem with the students.
- ▶ Read the title of the second part of the book on p. 47, and discuss with students the word *exageración*. Then do a choral reading of "La pequeña Analía García" on pp. 49–50. After reading, explain that *hipérbole* (hyperbole) is an example of figurative language. It means an exaggeration, and the author uses it to create a strong impression in the reader. Ask: *¿Qué le pasó a Analía cuando pisó un chicle en la calle? ¿Es eso normal? ¿Por qué es una hipérbole?* (What happened to Analía when she stepped on a piece of chewing gum on the street? Is this normal? Why is this hyperbole?) *¿Les resultó gracioso este poema? ¿Por qué?* (Did you find this poem funny? Why?)
- ▶ Distribute a blank piece of paper to students and tell them that you are going to read one of the poems aloud. Tell them that they are going to make an illustration for that poem. Read the poem "Yo odio bañarme, ¿y usted?" on p. 17. You may wish to read it several times. Then give students time to finish their illustrations before they share it with their classmates. Have students identify common elements as well as differences in their visualizations of the poem.
- ▶ Have students read in pairs. Choose and assign poems depending on your students' reading levels. Assist as needed.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- To improve fluency, help students read some of the poems aloud, paying close attention to rhythm. Then ask them these or similar questions, allowing them to answer with short phrases or incomplete sentences: *¿Qué odia la poetisa? Nombren cinco cosas.* (What does the poet hate? Mention five things.) *¿Es común que los chicos odien eso? ¿Por qué?* (Is it common that kids hate those things? Why?) *Busquen dos ejemplos de hipérbole en el poema "El budín de Heriberto Padín"* (Look for two examples of hyperbole in the poem "El budín de Heriberto Padín".)

### AT-LEVEL STUDENTS

- Encourage students to go deeper in their understanding of the poems and interpretation of the figurative language. Ask: *Expliquen este símil: "La ropa vieja es... como mi propia piel" (pág. 41). ¿Qué siente la poetisa por su ropa vieja?* (Explain this simile: "Old clothes are... like my own skin." What does the poet feel towards her old clothes?) *¿Qué quiere decir la poetisa con la frase "cosas útiles que no sirven para nada" (pág. 31)? ¿Se les ocurre un ejemplo?* (Why might the poet mean by "useful things that are of no use"? Can you think of an example?) *¿Cómo expresan humor estos versos: "Fue sobrina de su tío, / tomaba el helado frío" (pág. 61)?* (How are these verses humorous: "She was her uncle's niece, / she ate her ice cream cold"?)

### ABOVE-LEVEL STUDENTS

- Encourage students to analyze the figurative language used in some of the poems and evaluate the effects of this language on the reader. Ask: *Den dos ejemplos de lenguaje figurado en el texto. ¿Cuál es el significado literal de esos ejemplos?* (Provide two examples of figurative language from the text. What is the literal meaning of those examples?) *Piensen en un símil para describir algo que no les guste.* (Can you think of a simile to describe something you dislike?) *¿Cuál es la función del uso de la hipérbole en algunos de los poemas que leyeron? ¿Qué efecto produce en el lector?* (What is the function of using hyperbole in some of the poems you read? What effect does it have on the reader?)

## POST-READING

- ▶ Explain to students that the use of figurative language, such as similes, metaphors, and hyperbole, helps poets express their feelings and experiences. Then hold a group discussion to talk about the use of figurative language in some of the poems they read. Ask: *¿Qué quiere decir la frase: "mis juguetes están vivos" (pág. 40)? ¿Cómo explicarían esto de manera literal?* (What does this phrase mean: "my toys are alive"? How would you explain this literally?)
- ▶ Have student work in pairs to hunt for metaphors in the poem "Ayudando al doctor" (pp. 11–13). Ask them to write these headings in a two-column chart (Graphic Organizer #30): *Metáfora, Lo que significa*. Then have students analyze the poem, list the metaphors, and explain their literal meaning. Monitor and guide students as necessary with some of the metaphors, such as *cavernas rosadas* (pink caves) for tonsils, etc. ✓
- ▶ Assign different poems from the second part of the book, "Los exagerados," to different students. Have them read these poems individually, jotting down the characters, hyperboles, and other details that will help them remember the main events. Then have students get together with a partner and retell their poem. Encourage them to make use of gestures and body language to convey the exaggeration and humor of the poem. Alternatively, have students retell the poem as if they were telling a joke. ✓



## CONNECTION WITH CONTENT AREAS: MUSIC

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Explain that *ritmo* (rhythm) is an important element of poetry, just as it is in music. Show students the beat using a metronome (you can search for one online). Use a pencil or small stick to tap out the beat on your table. Then have students practice with different tempos. Next, read the poem “Odio viajar en auto” on pp. 35–36, aloud. Have students clap to the rhythm of the poem as you read it aloud.
- ▶ The poet compares her knees to a tango on p. 33. Explain that tango is a music genre and a dance that originated in Argentina and Uruguay. Play some instrumental tango music to familiarize students with it. Then focus their attention on the poem “Días de todo mal” (pp. 45–46). In the last four verses, the poet invites the reader to write another verse and sing the song together. Have groups of three students do that. Finally, play tango music in the background and have the groups sing the song and their new lines together to the tune of a tango.
- ▶ Have students think about some of their favorite songs. Encourage them to explain why they like those songs and how they make them feel. Then distribute an index card with this analogy to each student and have them complete it: *Mi canción preferida es como \_\_\_\_\_ porque \_\_\_\_\_.* (My favorite song is like \_\_\_\_\_ because \_\_\_\_\_.) Invite students to share their completed analogies with their classmates and give an example. ✓

## WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students think of something they like a lot (e.g., an object, an activity, or a food). Then have them write a paragraph describing how this object, activity, or food feels, looks, and makes them feel. Students should also include a comparison (a simile or a metaphor) and an exaggeration (hyperbole). Explain that the main purpose of their descriptive paragraph is to create a picture in the reader’s mind. Encourage students to use descriptive adjectives and vivid images. Next, have students use their paragraphs to write a short poem about the object, activity, or food. They may need to shorten some of their sentences or change some words to make them rhyme, but the basic point of both their paragraph and their poem would be the same: to express their feelings about something. Finally, discuss with students how each form of writing (prose and poetry) helped them express their feelings and thoughts. ✓



### 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. estrafalarío | a. vigilar      |
| 2. roer         | b. intercambiar |
| 3. acechar      | c. cuidado      |
| 4. espejismo    | d. raro         |
| 5. convidar     | e. morder       |
| 6. canjear      | f. invitar      |
| 7. esmero       | g. ilusión      |

### B Escribe una definición y luego da un ejemplo.

#### 1. exageración:

Possible answer: algo que es muy grande o extremo y por eso no puede ser verdad.

Por ejemplo: Answers will vary.

#### 2. abismo:

Possible answer: lugar muy profundo

Por ejemplo: Answers will vary.

### C Elige la palabra que significa lo mismo que la palabra en negrita.

1. Para bañarse en la piscina se necesita una **mallá**.

- a. camisa                      b. red                      **c. traje de baño**

2. El **ananá** es una fruta un poco ácida.

- a. manzana                      **b. piña**                      c. mango

3. Tomó el **colectivo** para ir al trabajo.

- a. autobús**                      b. barco                      c. avión



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Indica qué palabras riman en cada estrofa. Después añade un verso más que rime.

1. Una mañana  
perdió a su hermana  
perdió el cuaderno  
y una banana. (pág. 51)

mañana – hermana – banana

Answers will vary but last word of verse

must end with -ana.

2. Si te quieren convencer  
de que ya vas a crecer,  
yo no tengo solución,  
solo tengo una canción. (pág. 46)

convencer – crecer and solución – canción

Answers will vary but last word of verse

must end with -er or -ión.

**B** Explica qué compara la poetisa en cada caso. Después indica si es símil o metáfora.

Verso	¿Qué compara?	Símil	Metáfora
“Me encanta la luna llena con su cara de doctor”. (pág. 27)	la luna llena y un doctor		X
“No quiero contar autos como ovejitas blancas”. (pág. 35)	los autos y las ovejas	X	
“Somos parte de una gran exposición: la colección que ocupa el universo”. (pág. 58)	nosotros (los humanos) y una exposición		X
“Adoro mi ropa vieja [...] es como mi propia piel”. (pág. 41)	la ropa vieja y la piel	X	

**C** Dibuja lo que visualizas al leer la hipérbole siguiente.

“Usaba helicópteros como batidoras y amasaba todo con aplanadoras”. (pág. 64)





Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |                 |                 |
|-----------------|-----------------|
| 1. estrafalario | a. vigilar      |
| 2. roer         | b. intercambiar |
| 3. acechar      | c. cuidado      |
| 4. espejismo    | d raro          |
| 5. convidar     | e. morder       |
| 6. canjear      | f. invitar      |
| 7. esmero       | g. ilusión      |

### B Escribe una definición y luego da un ejemplo.

#### 1. exageración:

\_\_\_\_\_  
\_\_\_\_\_  
Por ejemplo: \_\_\_\_\_

#### 2. abismo:

\_\_\_\_\_  
\_\_\_\_\_  
Por ejemplo: \_\_\_\_\_

### C Elige la palabra que significa lo mismo que la palabra en negrita.

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a. camisa                      b. red                      c. traje de baño
- El **ananá** es una fruta un poco ácida.  
a. manzana                      b. piña                      c. mango
- Tomó el **colectivo** para ir al trabajo.  
a. autobús                      b. barco                      c. avión



Nombre \_\_\_\_\_

### Comprensión lectora

**A** Indica qué palabras riman en cada estrofa. Después añade un verso más que rime.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**C** Dibuja lo que visualizas al leer la hipérbole siguiente.

“Usaba helicópteros como batidoras y amasaba todo con aplanadoras”. (pág. 64)