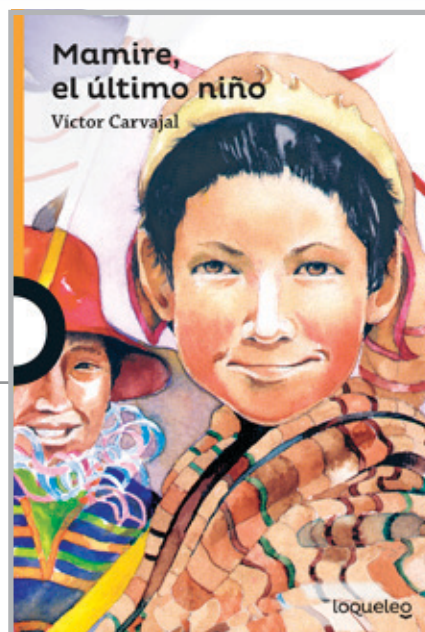




## Lesson Plan and Activities

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



### Mamire, el último niño

Author: VÍCTOR CARVAJAL

Illustrator: EDUARDO OSORIO

#### COMPLEXITY

F&P Guided Reading Level U / Lexile Level 880L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### TEXT TYPE

Literary Text: Novel / Realistic Fiction

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

#### OBJECTIVES

- Read and demonstrate comprehension of a realistic fiction text.
- Identify the author's purpose.
- Cite text evidence.
- Recognize and understand similes and metaphors.
- Participate in and contribute to a literature discussion.
- Identify foreshadowing and flashback.
- Use word structure to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Make an informational presentation.
- Write to give an opinion.



**Together we foster lifelong readers**

## MATERIALS

- ➔ index cards
- ➔ map of South America, showing Chile and the Atacama Desert
- ➔ *Tabla de dos columnas* (Graphic Organizer #30)\*

## SUMMARY

Mamire is the only child left in a remote valley in northern Chile. All the working-age adults have left in search of jobs and a more exciting life in the city. Mamire's parents are also planning to leave, but the grandparents are determined to prevent it. In the meantime, some foreigners arrive in the valley with an exciting technology to harvest water from the fog. Mamire wants to stay in the valley, but at times he also feels the call of the city. A decision will be made after the town's annual festivities.

## STANDARDS

**SLAR CCSS** RL 4.1, RL 4.2, RL 4.4, RL 4.10, RF 4.3.a, RF 4.4.b, RF 4.4.c, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9, W 4.10, SL 4.1, SL 4.2, SL 4.4, SL 4.5, L 4.1, L 4.2, L 4.3, L 4.4, L 4.5.a, L 4.5.b, L 4.6

**SLAR TEKS** 4.1.A, 4.2.A, 4.2.D, 4.6.A, 4.8.A, 4.9.A, 4.15.C, 4.19.A, 4.20.C, 4.21.C, 4.22.A, 4.22.C, 4.23.B, 4.24.A.(ii), 4.24.A.(iii), 4.24.D, 4.26.A, 4.27.A, 4.28.A, 4.29.A

**Science TEKS** 4.2.C, 4.3.C, 4.7.A

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

**NGSS** 4-ESS2; 4-ESS3; 3-5-ETS1-1

**NCSS** I. Culture; III. People, Places, and Environment; IV. Individual Development and Identity; VIII. Science, Technology, and Society

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**ahínco** – *esfuerzo, empeño, tesón* / great effort, tenacity

**cotidiano** – *de todos los días, habitual, rutinario* / everyday, routine

**encabezar** – *estar al comienzo o a la cabeza de algo* / to lead

**evocar** – *recordar* / to remember

**gratificante** – *que complace, que gusta* / gratifying

**importunar** – *molestar, incomodar* / to bother

**inhóspito** – *lugar incómodo o desagradable para vivir* / inhospitable

**postergar** – *dejar para más tarde* / to postpone

**presentimiento** – *sensación de saber que algo va a suceder, corazonada* / premonition

**propicio** – *adecuado, favorable* / favorable

**perseguir** – *continuar* / to continue

## Advanced Vocabulary

**aledaño** – *propiedad al lado de otra, colindante* / neighboring, adjacent

**antaño** – *en el pasado, antiguamente* / in the past

**emigrar** – *dejar el lugar de origen para irse a vivir a otro* / to emigrate

**forraje** – *pasto que se le da de alimento al ganado* / fodder

**hallazgo** – *descubrimiento* / finding

**paraje** – *lugar aislado y generalmente poco poblado* / wilderness

**preceptor** – *maestro de escuela* / teacher

**ribera** – *orilla de un río* / riverbank

**salitrera** – *lugar de explotación y procesamiento del salitre, un mineral* / nitrate mine

**vespertino** – *de la tarde* / vespertine

**yacimiento** – *sitio donde se halla un mineral* / deposit, field

\* To download the Spanish Graphic Organizers on 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., *flash-back*, *modismo*, *metáfora*, *prefiguración*, *símil*) and instruction words, such as *cita*, *describe*, *explica*, *infiere*, *justifica*, *predice*.
- 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 them share their knowledge of the word by creating a visual representation (on the back of the card) in order to teach it to others.
- Point out the prefix *in-* (negation) in *inhóspito* and explain how the knowledge of prefixes helps determine the meaning of a word. Then introduce the prefixes *des-* (opposite) and *re-* (repetition). Next, have students determine the meaning of *desdibujar* (to blur) on page 88, *desempolvar* (to dust off) on page 46, *desenfrenado* (unstoppable) on page 87, *desoír* (to ignore) on page 84, *indefenso* (defenseless) on page 103, *inmovilizar* (to immobilize) on page 40, *inmutable* (unchangeable) on page 84, *recrear* (to recreate) on page 79, *reiniciar* (to begin again) on page 97, *rejuvenecer* (to rejuvenate) on page 55, and *remecer* (to shake) on page 11. Ask students to write sentences with these words.
- Remind students that analyzing the structure of a word will help them figure out its meaning. Point out the prefix *en-* in *encabezar* and explain that it is added to some nouns to form verbs and adjectives related in meaning to the noun. Then have students determine the meaning of *encadenar* (p. 84), *enmudecer* (p. 93), *enumerar* (p. 104), and *enterrar* (p. 75), and ask students to list the nouns from which these verbs derived.
- Explain that an idiom (*modismo*) is an expression that cannot be understood by analyzing the literal meaning of the individual words of the phrase. For example: *andarse con rodeos* (to beat around the bush) on page 55. Divide the class into small groups and assign each group one of these idioms: *en menos que canta un gallo* (p. 13), *de una sentada* (p. 40), *tomadura de pelo* (p. 47), *pasar (desaparecer) como por encanto* (p. 55),  *echar raíces* (p. 59), and *conocer en (sobre) el terreno* (p. 98). Have students discuss the meaning of the idiom and help them think of a situation for which their idiom would be appropriate. Finally, have students enact the situation for the class to identify the idiom.

## READING

### PRE-READING

- ▶ Discuss with students characteristics of cities and rural towns. Ask: *¿Cómo son las ciudades? ¿Qué tipos de edificaciones hay? ¿Qué actividades se pueden realizar?* (What are cities like? What kinds of buildings are there in cities? What things can people do?) *¿Cómo son los pueblos del campo? ¿Qué tipos de edificaciones hay? ¿Qué actividades se pueden realizar?* (What are rural towns like? What kinds of buildings are there? What things can people do?)
- ▶ 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

- ▶ Ask a volunteer to point out Chile on a map of South America. Then point to northern Chile and explain that this region is a sparsely populated desert that is rich in minerals, such as copper, iron, and sodium nitrate (*salitre*). Then conduct a read-aloud of “Nota del autor” (pp. 111–112) to familiarize students with the author’s purpose for writing the book. Ask: *¿Quiénes habitan el valle de Aroma? ¿Cómo es la vida en el valle?* (Who live in Aroma Valley? What is life like in the valley?) *¿Por qué escribió el autor este libro?* (Why did the author write this book?)
- ▶ Read aloud Chapters 1 and 2 (pp. 9–14) to familiarize students with the setting, characters, and topic. After reading, ask: *¿Qué negocio se desarrolló hace años en el valle? ¿Qué pasó cuando se acabó el negocio del salitre?* (What business was developed in the valley years ago? What happened when the nitrate business ended?) *¿Quién es Mamire? ¿Por qué “cada anciano del valle se siente abuelo de Mamire”* (p. 14)? (Who is Mamire? Why does “every old person in the valley act as a grandfather to Mamire”?)
- ▶ Using Chapters 1 and 2, remind students that a simile (*símil*) is a comparison the writer makes between two unlike things using words such as *como* (like) and *parecer* (to look like). For example: “*el rumor del río [...] parece risa de aguas*” (p. 10). In this example, the writer compares the noise a river makes to laughter. Explain that a metaphor (*metáfora*) is also a comparison, but without using the word *como*. For example: “*el valle quedó habitado sólo por ancianos que [...] viven sembrando recuerdos*” (p. 13). In this example, the writer compares the memories the old people have with plants they grow. As students read, encourage them to look for similes and metaphors and list some of them in their notebooks.
- ▶ 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, come together as a group and hold a literature discussion. Ask these or similar questions: *¿Cuáles son los sucesos principales de este capítulo?* (Which are the key events in this chapter?) *¿Cuál es la idea principal del capítulo? Justifiquen su respuesta con ejemplos.* (What is the main idea of this chapter? Justify your answer with examples.) *Resuman brevemente el capítulo.* (Summarize the chapter briefly.)

#### 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: *¿Por qué el padre de Mamire se quiere ir del valle de Aroma?* (Why does Mamire’s father want to leave the Aroma Valley?) *¿Quiénes son los “atrapabrumas”?* *¿Qué hacen?* (Who are the “fog-catchers”? What do they do?) *¿Por qué las abuelas fingieron que estaban enfermas?* (Why did the grandmothers pretend to be sick?)

### AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask these or similar questions: *Compara la vida en la ciudad con la vida en el valle de Aroma. ¿Por qué se van los jóvenes a la ciudad?* (Compare life in the city with life in the Aroma Valley. Why do young people leave for the city?) *¿Qué distintos negocios se están planificando en el valle? Predice cómo será la vida en el valle en unos años. Justifica tu respuesta.* (What different businesses are being planned in the valley? Predict what life will be like in the valley in a few years. Justify your answer.)

### ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *Vuelve a leer el primer párrafo de la página 60. ¿Cuál es la lucha interna de Mamire? Lee la página 69. ¿Cuál es la lucha interna del maestro?* (Reread the first paragraph on page 60. What is Mamire’s internal conflict? Read page 69. What is the teacher’s internal conflict?) *Explica esto que dice doña Gregoria: “al marcharse del valle más era lo perdido que lo por ganar”* (p. 84). (Explain what doña Gregoria says here: “leaving the valley was a greater loss than any possible future gain.”)

## POST-READING

- ▶ Explain that foreshadowing (*prefiguración*) is a literary device that gives the reader clues about what is going to happen later in the story. For example: *“[El abuelo Panire] tenía el presentimiento de que algo importante estaba a punto de ocurrir en el valle”* (p. 49). This example indicates that something big is going to happen next. Then explain that flashback is an interruption in the story to tell about something that happened in the past. For example: *Recordó a Cevallos y a su hermana Carmina. Habían sido sus compañeros...* (p. 19). Ask: *Digan si esto indica prefiguración o flash-back: “sólo un loco habría podido pensar que en pocos años [las salitreras] serían restos y escombros”* (p. 12). (Tell whether this shows foreshadowing or flashback: “Only a crazy person could have imagined that in a few years the nitrate mines would be debris and rubble.”) *Digan si esto indica prefiguración o flash-back: “Recordó entonces un juego que algunos niños trajeron para una de las fiestas pasadas”* (p. 77). (Tell whether this shows foreshadowing or flashback: “He then remembered a game that some children brought for one of the previous festivities.”) ✓
- ▶ Distribute a two-column chart (Graphic Organizer #30) and have students label the columns *Prefiguración* and *Flash-back*. Then have them reread pages 31–34, page 57, page 75, and pages 83–85. As they read, ask them to locate examples of foreshadowing and flashback and list them in their charts. Next, have students get together with a classmate and compare and contrast their charts. Ask them to justify their choices. ✓

## CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students work collaboratively in small groups to create and make an informational presentation about different aspects of the Atacama Desert, located in northern Chile and Southern Bolivia and Peru. You may wish to assign the topics to avoid repetition. Topics include: habitat (including flora and fauna), geographical features, weather, mineral resources, main cities and towns. Suggest reference materials and appropriate Internet websites, and assist students during their research. Remind students to keep a record of their sources and to cite them in their work. Encourage students to include images and captions, as well as maps. Then have them present to the class. ✓
- ▶ Have students work with a classmate to research one of the culture-specific items mentioned in the book. Examples include: *tomar las once* (to have a snack break), animals (e.g., *llamas*, *vicuñas*, *matacaballos*, *flamencos*, *cóndor*), musical instruments (e.g., *caja*, *quena*, *tambor*, *zampoña*), food items (e.g., *chuño*, *maíz*, *membrillo*, *papa*), festivals, *chacras* (small farms). Have students look for images, audios, videos, etc. and put together a presentation for the class.
- ▶ Ask students to research the fog catching nets, or fog-harvesting system, described in the book (*los atrapabrumas*). Have students draw a diagram and explain the process. Encourage students to add information about how this technology is helping people in dry places, such as the Atacama Desert.

## WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write an opinion essay about whether life in a city is preferable to life in a small and rural place like the Aroma Valley or not. Remind students that their opinions have to be supported by reasons and examples. Encourage students to create an outline before they begin writing. Suggest this structure: I. Introduction: stating the opinion and a thesis statement; II. Body: explaining each of the reasons and providing examples to support them; III. Conclusion: restating the thesis and summing up the arguments. In addition to using their presentations and the text, have students consult reference materials to find examples to back up their opinions. Remind students to provide a list of sources at the end of their essays. Guide and support 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 Une.

- |                   |                 |
|-------------------|-----------------|
| 1. inhóspito      | a. favorable    |
| 2. gratificante   | b. esfuerzo     |
| 3. cotidiano      | c. corazonada   |
| 4. presentimiento | d. que complace |
| 5. ahínco         | e. incómodo     |
| 6. propicio       | f. rutinario    |

#### B Reemplaza lo que está en **negrita** con un verbo del recuadro y escribe la nueva oración.

- proseguir   
 evocar   
 importunar   
 postergar

- Mamire **retrasó** el viaje a la ciudad.  
postergar / Mamire postergó el viaje a la ciudad.
- La reunión **continuó** después del almuerzo.  
proseguir / La reunión prosiguió después del almuerzo.
- El niño **molestó** con sus quejas y protestas al maestro.  
importunar / El niño importunó con sus quejas y protestas al maestro.
- La abuela **recordó** el pasado brillante del pueblo.  
evocar / La abuela evocó el pasado brillante del pueblo.

#### C Elige la frase que indica el significado de estos modismos.

- en menos que canta un gallo (pág. 13)
 

|               |   |                 |
|---------------|---|-----------------|
| a. lentamente | <input checked="" type="checkbox"/> b. en poco tiempo | c. de madrugada |
|---------------|---|-----------------|
- tomadura de pelo (pág. 47)
 

|  |                         |             |
|--|-------------------------|-------------|
| <input checked="" type="checkbox"/> a. burla, engaño | b. halarse de los pelos | c. discutir |
|--|-------------------------|-------------|
- echar raíces en un lugar (pág. 59)
 

|                 |                      |   |
|-----------------|----------------------|---|
| a. sembrar algo | b. abonar una planta | <input checked="" type="checkbox"/> c. establecerse |
|-----------------|----------------------|---|



Nombre \_\_\_\_\_

## Comprensión lectora

### A Contesta.

- ¿Qué problemas ocasiona la falta de agua en el valle de Aroma? ¿Por qué es importante el trabajo de los atrapabrumas?  
Possible answer: No había suficiente agua para sembrar y regar los cultivos. A veces tampoco había agua para los rebaños. Los atrapabrumas están instalando un sistema para recoger agua de la bruma.
- ¿Por qué los niños de la ciudad no se divertían con las festividades tradicionales del valle de Aroma?  
Porque estaban jugando con "maquinitas" y no levantaban la vista para ver lo que sucedía a su alrededor.
- ¿Cómo justifica la abuela de Mamire su mentira cuando hace creer que está enferma?  
Dice que mintió por una buena razón, pues era necesario para que Mamire y su padre se quedaran en el valle.
- ¿Por qué al final no se fue el padre de Mamire con su familia a la ciudad?  
Possible answer: No se fue por varias razones: creía que su madre estaba enferma, consiguió trabajo con los atrapabrumas, había planes de abrir un museo y de que él ayudara, decidió cultivar las tierras de su familia.

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

|  | ¿Qué compara?                                | Símil | Metáfora |
|--|--|-------|----------|
| "No estoy dispuesto a enterrarme vivo en este pueblo". (pág. 29)     | el pueblo con una tumba                      |       | X        |
| "la brisa que traslada cristales con sus dedos invisibles" (pág. 78) | la brisa con una mano y sus dedos            |       | X        |
| "¡Un museo es como un libro!" (pág. 85)                              | un museo con un libro                        | X     |          |
| "El paso del viento parece murmullo de olas". (pág. 103)             | el ruido del viento con el ruido de las olas | X     |          |

### C Indica si es *flash-back* (F) o prefiguración (P).

- "Mamire recordó la historia oída tantas veces a sus abuelos: 'Un día fuimos a ver la cruz y la encontramos en...'" (pág. 75)
- "En Aroma cambiarán las cosas, lo presiento". (pág. 67)

|                                     |                                     |
|-------------------------------------|-------------------------------------|
| F                                   | P                                   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> |





Nombre \_\_\_\_\_

## Vocabulario

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proseguir

evocar

importunar

postergar

1. Mamire **retrasó** el viaje a la ciudad.

\_\_\_\_\_

2. La reunión **continuó** después del almuerzo.

\_\_\_\_\_

3. El niño **molestó** con sus quejas y protestas al maestro.

\_\_\_\_\_

4. La abuela **recordó** el pasado brillante del pueblo.

\_\_\_\_\_

### C Elige la frase que indica el significado de estos modismos.

1. en menos que canta un gallo (pág. 13)

a. lentamente

b. en poco tiempo

c. de madrugada

2. tomadura de pelo (pág. 47)

a. burla, engaño

b. halarse de los pelos

c. discutir

3. echar raíces en un lugar (pág. 59)

a. sembrar algo

b. abonar una planta

c. establecerse



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Contesta.

1. ¿Qué problemas ocasiona la falta de agua en el valle de Aroma? ¿Por qué es importante el trabajo de los atrapabrumas?

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

2. ¿Por qué los niños de la ciudad no se divertían con las festividades tradicionales del valle de Aroma?

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

3. ¿Cómo justifica la abuela de Mamire su mentira cuando hace creer que está enferma?

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

4. ¿Por qué al final no se fue el padre de Mamire con su familia a la ciudad?

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

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

|  | ¿Qué compara? | Símil | Metáfora |
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| "No estoy dispuesto a enterrarme vivo en este pueblo". (pág. 29)     |               |       |          |
| "la brisa que traslada cristales con sus dedos invisibles" (pág. 78) |               |       |          |
| "¡Un museo es como un libro!" (pág. 85)                              |               |       |          |
| "El paso del viento parece murmullo de olas". (pág. 103)             |               |       |          |

#### C Indica si es *flash-back* (F) o *prefiguración* (P).

1. "Mamire recordó la historia oída tantas veces a sus abuelos: 'Un día fuimos a ver la cruz y la encontramos en...'" (pág. 75)

|  |                          |                          |
|--|--------------------------|--------------------------|
|  | F                        | P                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> |

2. "En Aroma cambiarán las cosas, lo presiento". (pág. 67)