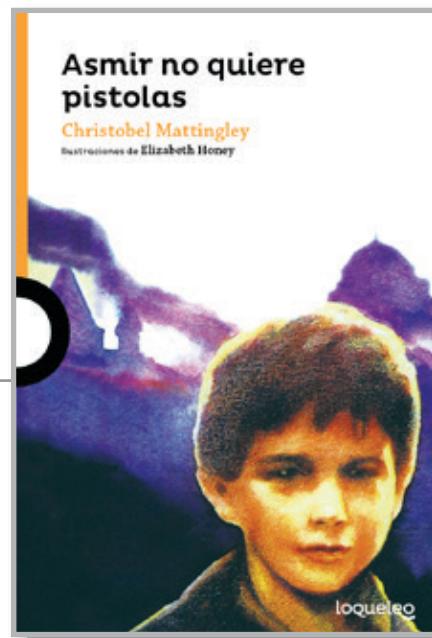




Lesson Plan and Activities

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



Asmir no quiere pistolas

Author: CHRISTOBEL MATTINGLEY

Illustrator: MANUEL ESTRADA

COMPLEXITY

Guided Reading Level T / Lexile Level 680L

TEXT TYPE

Literary Text: Novel / Realistic Fiction

OBJECTIVES

- ➡ Read and discuss a realistic fiction text.
- ➡ Identify the author's purpose for writing the book.
- ➡ Identify the point of view.
- ➡ Recognize and understand similes.
- ➡ Determine and discuss the theme of the story.

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

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

SUMMARY

This book narrates actual events in the life of Asmir, a Bosnian boy whose life takes a 180-degree turn when civil war turns his city into a place of destruction. He flees the city together with his mother, little brother, and grandmother, leaving behind his beloved father, who is not allowed to leave. They become refugees in a foreign country, where they have to learn a new language and adapt to life away from home.

STANDARDS

SLAR CCSS RL 5.1, RL 5.2., RL 5.4, RL 5.6, RF 5.3.a, RF 5.4.b, W 5.1, W 5.4, W 5.5, W 5.7, W 5.9, SL 5.1.c, SL 5.4, L 5.3.b, L 5.5.a, L 5.6

SLAR TEKS 5.1.A, 5.2.B, 5.3.C, 5.6.A, 5.8.A, 5.9.A, 5.15.D, 5.18.C, 5.20.D, 5.21, 5.26.D, 5.27.A

Social Studies TEKS 5.6.A, 5.24.B-D, 5.25.B.E

NCSS I. Culture; III. IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- agolparse** – amontonarse un grupo de cosas o personas / to crowd together
- angustioso** – que causa angustia o ansiedad / distressing
- barrera** – un obstáculo, como una barra, que no deja pasar / barrier
- extasiado** – muy asombrado, embelesado / captivated
- furibundo** – muy furioso, colérico / livid
- guarecerse** – protegerse, refugiarse / to seek shelter
- hacinado** – muy junto y apretado / crammed
- incertidumbre** – inseguridad, sentimiento que genera el no saber qué va a pasar / uncertainty
- indicación** – señal / sign
- reanudar** – continuar / to resume
- regocijo** – gran alegría, júbilo / delight
- sobrecojido** – muy impresionado o sorprendido / awestruck
- sofocar** – apagar, acabar con algo / to smother

Advanced Vocabulary

- ametralladora** – arma de fuego que dispara muchos tiros seguidos / machine gun
- bombardear** – lanzar bombas y proyectiles a un lugar / to bomb
- caducado** – que ya le pasó la fecha de validez, expirado / invalid, expired
- escombros** – restos de un edificio derribado / ruins
- francotirador** – persona aislada que ataca con armas de fuego / sniper
- mercado negro** – tráfico ilegal de productos básicos a precios muy altos / black market
- metralleta** – pedacitos de bombas que se incrustan en el cuerpo / shrapnel
- mortero** – arma de fuego parecida a un cañón y que lanza bombas / mortar
- racionamiento** – reparto controlado de productos básicos / rationing
- refugiado** – persona que por una guerra tiene que huir de su país / refugee

* To download the Spanish Graphic Organizers in this lesson go to: 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. 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., *punto de vista, símil, tema*) and instruction words, such as *analiza, evalúa, infiere, justifica, predice, resume*.
- ▶ Ask students to take turns explaining in their own words what each word means. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book. Next, have student work in pairs to classify the words in a three-column chart (Graphic Organizer #31) based on the emotion each word conveys. Ask students to label the columns, *Positiva, Negativa, Neutra*. Model an example: *Positiva: extasiado; Negativa: angustioso; Neutra: reanudar*. Invite student pairs to present their charts and explain their choices. Accept variations in students' word classifications, provided they justify their choices with an example.
- ▶ Point to *francotirador* in the vocabulary section, and explain that it is a compound word made up of two smaller words: *franco* (free) + *tirador* (shooter). Have students determine the meaning of *boquiabierto* (open-mouthed) on p. 70, *malhumorado* (bad-tempered) on p. 46, *maloliente* (foul-smelling) on p. 27, *portaequipajes* (trunk) on p. 26, and *trabalenguas* (tongue-twister) on p. 11.
- ▶ Explain that the translator of this book is from Spain and he uses some words that are typical of the Spanish spoken there; explain that these terms are known as *regionalismos*. For example: *aparcamiento* (parking) on p. 102; *gafas* (eyeglasses) on p. 40; *jersey* (sweater) on p. 24; *patata* (potato) on p. 109; *piso* (apartment) on p. 12; *pringoso* (sticky) on p. 43; *vaqueros* (jeans) on p. 14; *zapatillas* (sneakers) on p. 19. Also explain that in most of Spain, *vosotros* is used for the plural form of *tú*. For example: “*no os la podéis llevar toda*” (p. 14). Show the students other verbs conjugated with *vosotros* on pp. 19, 35, and 74.
- ▶ 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.

► READING

PRE-READING

- ▶ Discuss with students some of the effects war has on a place and its people. Ask: *En las guerras hay bombardeos y se destruyen edificios. ¿Qué otros eventos negativos suceden?* (During war, there is bombing and buildings are destroyed. What other negative events happen?) *¿Y qué les sucede a las personas? ¿Cómo creen que se sienten?* (And what happens to people? How do you think they feel?)
- ▶ Have students read the title and table of contents, and then give them a few moments to look at the illustrations. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

READING

- ▶ Point to the map at the beginning of the book and explain that these countries were at war during the 1990s. The story takes place during the Bosnian War (1992–1995), when Bosnia-Herzegovina—where a large percentage of the population is Muslim—was fighting for independence from Serbia. Then read aloud the introduction to familiarize students with the author's purpose for writing the book. Ask: *¿Realmente pasaron los sucesos que se narran en este libro?* (Did the events narrated in this book really happen?) *¿Qué inventó la autora? ¿Por qué?* (What did the author make up? Why?) *¿Qué quiere la autora lograr con este libro? ¿Qué palabras les dicen eso?* (What does the author want to achieve with this book? What words tell you that?)
- ▶ Explain that the point of view of a story refers to who tells the story. In a first-person narrative, the narrator is one of the characters. In a third-person narrative, the narrator is someone outside the story. Explain that the second-person narrative is not used frequently; the narrator talks to the reader using “you.” Then do a read-aloud of Chapter 1 to discuss the point of view and to familiarize students with the plot and characters. After reading, ask: *¿Quién es Asmir? ¿De dónde es? (Who is Asmir? Where is he from?) ¿Qué sucedió en su ciudad? ¿Cómo cambió eso su vida? Den dos ejemplos.* (What happened in his city? How did that change his life? Provide two examples.) *¿Qué decisión tomó su familia? ¿Se van todos o se queda alguien?* (What decision did his family make? Are all of them leaving or is someone staying behind?) *¿Quién cuenta la historia? ¿Es una narración en primera o en tercera persona?* (Who tells the story? Is it a first- or third-person narrative?)
- ▶ Instruct students to read each chapter independently. Provide them with sticky notes and have them make notes for themselves as they read. Students should note the main topic of the chapter and list important details and any words or phrases whose meaning they cannot determine. After they finish reading each chapter, have a group discussion about the chapter. Ask these or similar questions: *¿Cuáles fueron los sucesos principales de este capítulo?* (What were the main events in this chapter?) *¿Cuál es la idea principal del capítulo? ¿Por qué creen eso? Den ejemplos del texto.* (What is the chapter's main idea? Why do you think that? Provide examples from the text.) *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. Ask: *Menciona dos cosas que sentía Asmir al huir de Sarajevo.* (Mention two things Asmir was feeling as he fled Sarajevo.) *Lee la página 76 y menciona un problema que tienen los refugiados.* (Read page 76 and mention a problem refugees have.) *Lee las páginas 112 y 113. ¿Por qué quería Asmir aprender alemán?* (Read pages 112 and 113. Why did Asmir want to learn German?)

At-level Students

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask: *Lee las páginas 12 y 55. Compara y contrasta Sarajevo y Viena.* (Read pages 12 and 55. Compare and contrast Sarajevo and Vienna.) *Lee la página 88. ¿Qué siente Asmir hacia su hermano? ¿Por qué?* (Read page 88. What does Asmir feel toward his brother? Why?) *Predice qué será Asmir cuando crezca. Da un ejemplo para justificar tu respuesta.* (Predict what Asmir will be when he grows up. Provide an example to justify your answer.)

Above-level Students

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask: *Menciona cuatro efectos de la guerra en Sarajevo. ¿Cuál es, en tu opinión, el peor? ¿Por qué?* (Mention four effects of war in Sarajevo. Which, in your opinion, is the worst? Why?) *La abuela de Asmir dice: "Nuestro idioma es una de las cosas que yo echo más de menos aquí" (p. 79). ¿Qué extrañarías más de tu país? ¿Por qué?* (Asmir's grandmother says: "Our language is one of the things I miss most here" (p. 79). What would you miss the most from your country? Why?)

Post-Reading

- Explain that the theme of a book is the central idea or message that the author wants the reader to understand. Help students see that the theme of this book is the tragedy of war. By recognizing this terrible tragedy, humans will be able to avoid war and seek peace. Ask: *Lean el título. ¿Qué simbolizan las pistolas, paz o guerra?* (Read the book title. What do guns symbolize, peace or war?) *La autora nos dice esto de Asmir: "Pero una cosa sabía que no sería nunca. Nunca sería soldado" (p. 124). ¿Qué siente Asmir hacia la guerra? ¿Por qué?* (The author tells us this about Asmir: "But he knew one thing that he would never be. He would never be a soldier" (p. 124). How does Asmir feel about war? Why?) *¿Cuál es el tema de este libro? ¿Por qué creen eso?* (What is the theme of this book? Why do you think that?)
- Explain that writers use figurative language to appeal to our senses. Remind students that a simile (*símil*) is a comparison the writer makes between two unlike things using the word *como* (like). For example: *"Y en verano los árboles de las laderas se mecían como olas verdes"* (p. 11). In this example, the writer compares the trees to the ocean waves. Have students work in pairs to look at pages 19, 26, 37, 42, 69, 97, and 106 to find similes and explain the comparisons.
- Have students work in pairs to read the information on pp. 125–129. Then, promote a group discussion and ask students to predict what they think will happen to Asmir and his family. Will Asmir's father be able to join them in Austria? Ask students to justify their answers using information from the text.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have students work in pairs to copy the map that appears at the beginning of the book onto construction paper. Next, have them label each country and add details to their maps (e.g., main cities, geographical features). Ask students to consult other sources to make their maps more accurate and complete. Then have them use the information in the book to trace the route Asmir and his family took when they left Sarajevo, label the places where they stayed, point out the borders they crossed, and pinpoint their final destination. Finally, have students present their maps and briefly explain what happened at each stage of Asmir's journey. Encourage students to use vocabulary words such as *barrera*, *bombardear*, *escombros*, *hacinado*, *refugiado*, etc., as they do this activity. 
- ▶ Divide the class into five groups and have each group research one of these countries mentioned in the book: Bosnia-Herzegovina, Serbia, Austria, Slovenia (*Eslovenia*), and Croatia (*Croacia*). Have groups create a brochure with the following information about their country: map, flag, capital city, language, currency, population, and two things the country is famous for. Monitor students as they work on this activity and suggest reputable sources of information. Remind them that languages and nationalities are not capitalized in Spanish. Then have students present their brochures to the class. You may wish to post them.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students write a response to literature essay about the book. First, help them write the theme statement they believe best expresses the theme of the story. Then, encourage students to create an outline before they begin writing. Suggest this structure: Paragraph 1: a brief summary of the story, ending with a statement stating the theme of the story; Paragraph 2: an analysis of Asmir at the beginning of the story, when he was still in Sarajevo; Paragraph 3: an analysis of Asmir as a refugee in Austria, showing how the war changed his life. Remind students to relate the changes in Asmir's life to the theme of the story. Ask them to include evidence from the text to support their analyses. If students quote the author's words, remind them to use quotation marks. 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 Completa las oraciones con la palabra correcta.

se agolpaba

barrera

extasiados

hacinados

incertidumbre

reanudaron

1. Después de un descanso, reanudaron su marcha hacia la frontera.

2. La gente se agolpaba para entrar al avión.

3. En la frontera había una barrera, así que tuvieron que parar.

4. Los refugiados estaban hacinados en campamentos.

5. En su cara se reflejó la incertidumbre, pues no sabía qué iba a pasar.

6. Asmir y su hermano estaban extasiados mirando los caballos.

B Clasifica estas palabras en la tabla. Despues escribe dos oraciones con dos de las palabras.

angustioso

furibundo

guarecerse

indicación

regocijo

sofocar

| Nombre | Adjetivo | Verbo |
|------------|------------|------------|
| indicación | angustioso | guarecerse |
| regocijo | furibundo | sofocar |

1. Answers will vary.

2. Answers will vary.

C Marca la oración que significa lo mismo que "No podéis ir solos". (pág. 35)

- 1. No puedes ir solo.
- 2. No podemos ir solos.
- 3. No pueden ir solos.



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Cómo huyó Asmir de Sarajevo?
Huyó en avión.
2. ¿Qué fronteras tuvo que pasar Asmir para llegar a Viena?
La frontera de Hungría y la de Austria.
3. ¿Qué deseaba Asmir con todas sus fuerzas?
Possible answer: Que su papá pudiera salir de Sarajevo y estar con ellos.

B Explica qué compara la autora en estos símiles y por qué.

1. "El tío Miroslav era sólido como una peña". (pág. 40)
Possible answer: Miroslav y una piedra; porque Miroslav es seguro de sí mismo y tranquilo.
2. "Salía la luna como una moneda de plata reluciente". (pág. 51)
Possible answer: La luna y una moneda de plata; porque la luna se ve plateada.
3. Escribe un símil para describir a Asmir.
Answers will vary.

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

angustia destrucción hambre violencia

1. "Pensó en los francotiradores [...] que disparaban contra la gente que pasaba". (pág. 18) violencia
2. "Sentía dolor por todas las cosas conocidas y queridas, [...] que seguramente no las volvería a ver". (pág. 97) angustia
3. "Ahora Split y su hermoso puerto [...] también estaba todo destrozado por la guerra". (pág. 100) destrucción
4. "En Sarajevo un huevo cuesta diez veces lo que una bala. Y por cada huevo hay cien balas". (pág. 106) hambre

D Marca la frase que describe el tema del libro.

1. la falta de comida en la guerra
 2. la tragedia de la guerra
 3. la violencia de los francotiradores



Nombre _____

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A Completa las oraciones con la palabra correcta.

se agolpaba

barrera

extasiados

hacinados

incertidumbre

reanudaron

1. Después de un descanso, _____ su marcha hacia la frontera.

2. La gente _____ para entrar al avión.

3. En la frontera había una _____, así que tuvieron que parar.

4. Los refugiados estaban _____ en campamentos.

5. En su cara se reflejó la _____, pues no sabía qué iba a pasar.

6. Asmir y su hermano estaban _____ mirando los caballos.

B Clasifica estas palabras en la tabla. Despues escribe dos oraciones con dos de las palabras.

angustioso

furibundo

guarecerse

indicación

regocijo

sofocar

| Nombre | Adjetivo | Verbo |
|--------|----------|-------|
| | | |
| | | |

1. _____
2. _____

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