



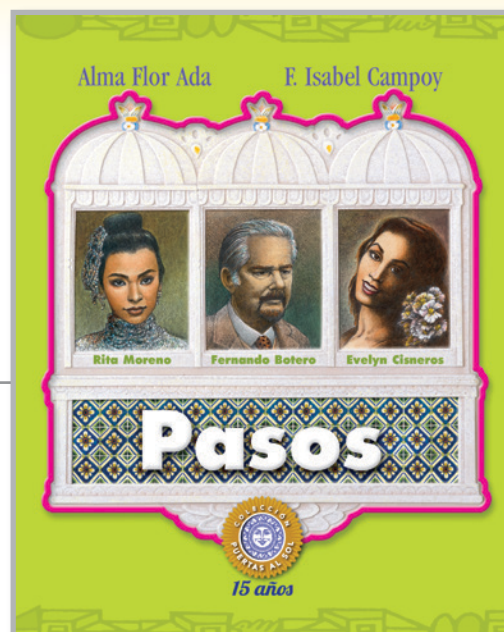
Lesson Plan and Activities

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

Pasos

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COMPLEXITY

F&P Guided Reading Level M / Lexile Level 570L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Biography

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about details in a text.
- Describe the connection between two ideas or pieces of information in a text.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities with purpose and understanding.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Demonstrate understanding of the organization of basic features of print.
- Use a combination of drawing, dictating, and writing to compose informative texts to supply some information about the topic.
- Respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Describe familiar people with prompting and support, providing additional details.
- Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.



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MATERIALS

- writing paper, pencils, crayons
- construction paper
- flash cards, notecards, and sentence strips
- poster paper
- *Diagrama de Venn, Tabla de tres columnas* (Graphic Organizers #6 and #31)*

SUMMARY

Pasos contains short biographies of three famous Latino artists in the world of acting, visual arts, and dance—Rita Moreno, Fernando Botero, and Evelyn Cisneros. Students will learn about their background and road to fame while being inspired by their talent. *Pasos* is part of a larger literary collection called *Puertas al sol*.

STANDARDS

SLAR CCSS RI K.1, RI K.3, RI K.4, RI K.5, RI K.6, RI K.7, RI K.9, RI K.10, RF K.1.a–b, RF K.2.e, W K.2, W K.5, SL K.1, SL K.2, SL K.4, SL K.5, SL K.6, L K.1, L K.2, L K.4, L K.6

SLAR TEKS K.1.A, K.2.B, K.4.B, K.5.B, K.9.A, K.10.B, K.13.C, K.16.A.v, K.16.B–C, K.17.B, K.17.C, K.18.B, K.18.E, K.19.A, K.20.B, K.21.A, K.22.A, K.23.A

NCSS I. Culture; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions

Social Studies TEKS K.2.B, K.3.A, K.3.B, K.4.C, K.5.B, K.7.A, K.11.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

admiraba (admirar) – parecerle a alguien muy buena una persona o cosa / to admire
aprender – llegar a conocer algo por el estudio o la práctica / to learn
bailar – moverse al ritmo de una pieza musical / to dance
fábrica – lugar donde se fabrican o hacen cosas con máquinas / factory
honor – satisfacción u orgullo que produce el haber logrado algo / honor
orgullosa(o) – satisfecha(o) por haber hecho algo bueno / proud
pintor(a) – persona que pinta cuadros / painter
tímida(o) – que le cuesta mucho relacionarse con la gente o hacer presentaciones en público / timid; shy

Advanced Vocabulary

actriz – femenino de actor / actress
bailarina (bailarín) – persona que tiene como profesión el baile / dancer; ballerina
carteles – piezas de papel que se colocan en un lugar para anunciar o comunicar algo / signs
costureras – mujeres que tienen por oficio coser / seamstresses
esculturas – figuras hechas con un material como barro, piedra o bronce / sculptures
éxito – triunfo; un buen resultado / success
folclórica(o) – típico o tradicional de la gente de un país / folkloric
premio – lo que se da a una persona por algo bueno que ha hecho / award

* To download the Spanish Graphic Organizers in 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 a 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., *cognados*, *sinónimo*, *antónimo*) and instruction words, such as *cita*, *completa*, *escoge*, *une*.
- Explain that cognates are words that sound and/or look similar in Spanish and English and have the same meaning. Write the following vocabulary words on the board and ask students for the cognate equivalents in English: *admiraba*, *honor*, *pintor*, *tímida*, *actriz*, *bailarina*, *folclórica*. In addition, discuss borrowed words, such as *flamenco*, and explain that languages often share words. You may wish to have students brainstorm a list of other borrowed words that they know.
- Write the word *fábrica* on the board. Use the word in a sentence to see if students can determine the meaning from context clues. Have them discuss what types of things might be produced in a factory. Then help students research different products, such as cars, clothing, toys, etc. and determined where they are produced around the world.
- Write the words *honor*, *premio* and *orgullosa* on the board. Have students discuss how these words can relate to each other. Then have students use these words in a sentence to discuss any kind of honor or award they received and any time they felt proud of a particular accomplishment.
- Have students provide a definition in their own words for each vocabulary word. Clarify or correct students' responses as needed. Then ask questions to further expand on the meaning and to show multiple meanings, synonyms, and antonyms when appropriate.
- Have students set the vocabulary words in alphabetical order and create a short picture dictionary to keep in the classroom as reference material to students to use as needed. ✓

READING

READING FOUNDATIONAL SKILLS

- ▶ Direct students to the first page of the book. Ask students to show you where you should start reading. Have them point to the first word and the last word on the page. Then have students use a pointer to help you point to each word as you read the sentence. Have students observe the direction in which you are reading and allow volunteers to repeat it after you to demonstrate for the rest of the class.
- ▶ Choose two words from the story that rhyme and two that do not. Ask students if the pairs of words end the same or if they are different. With the non-rhyming pair, have students name other words that sound the same as one of the words to form a rhyming pair. Repeat with other words.
- ▶ Choose a vocabulary word and write it on the board. Have students listen as you say each sound of the word slowly. Have students repeat after you. Then repeat but go faster and faster each time. Next, divide the class into two teams. Place the vocabulary words on notecards. Have the first person on each team turn his or her back toward you so as not to see the card. Display a word card and have the two students turn around. The first person to read the word correctly gets the point for their team. Repeat until all words have been read.

PRE-READING

- ▶ Write the words *biografía* (biography) and *autobiografía* (autobiography) on the board. Have students explain the meanings. Elicit that a biography is a story about a real person's life, and an autobiography is a story someone wrote about his or her own life. Show students examples of both, and clarify for students the similarities and differences between them.
- ▶ Discuss the reasons why someone might want to write or read a biography. Elicit that they could be inspired by someone's life and fame, learn about history or another culture, etc. Ask students if they have ever read a biography and elicit their opinions or reactions to the texts, as well as what they learned.
- ▶ Show students the cover and title page of the book. Have them identify the authors and illustrators, as well as the people who are the subject of the book. Have students complete the first two columns of a three-column chart (Graphic Organizer #31) by writing about what they already know (*Lo que sé*) and what they want to learn (*Lo que quiero saber*) about the people in *Pasos*. Retain the charts for students to complete the last column (*Lo que aprendí*) after reading the text.

READING

- ▶ As you read the story aloud, point to each word so that students can recognize that the words you are saying are represented by specific sequences of letters. Be sure to demonstrate proper fluency and inflection. Encourage students to use context clues from surrounding sentences to determine the meaning of unknown words. ✓
- ▶ Have students compare one biography in the book to another. Have students explain the text-to-text connections and how the information in the texts relates to each other.
- ▶ Read page 7 aloud. Have students discuss Rita Moreno's reaction to New York and the differences she must have noticed between the city and her home in Puerto Rico. Ask students if they have ever visited New York or another large city, and have them compare it to their hometown.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read the biography of Fernando Botero. Ask students: *¿Por qué viajaba mucho Fernando Botero? ¿Qué aprendió en cada lugar?* (Why did Fernando Botero travel so much? What did he learn in each place?) Ask them how a person's background and experience can influence their career and their success. Have students discuss the advantages and disadvantages of traveling of many places to learn, and have them relate their own personal experiences to those of Fernando Botero.
- ▶ Read pages 25–27 aloud. Ask students how they think Evelyn Cisneros must have felt at seven years old, going to ballet class for hours while other children played. Then ask students why it was important to Evelyn's parents that she continued with her studies. Have them comment on the long days Evelyn Cisneros spent practicing ballet and if they feel the sacrifice she made as a child was worth it.
- ▶ Present some sayings that are related to becoming successful, such as "If at first you don't succeed, try, try again." Have students brainstorm a list of personality traits each person mentioned in the book has that helped them to become successful. Have them discuss how they might be inspired by the people in the book to be successful in school and reach their goals in the future.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Ask these or similar questions: *¿Quién es actriz, bailarina y cantante?* (Who is an actress, dancer, and singer?) *¿Quién hizo pinturas y esculturas?* (Who made paintings and sculptures?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Have students repeat words and sentences after you.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Cómo aprendió a pintar y a crear arte Fernando Botero?* (How did Fernando Botero learn to paint and create art?) *¿Cómo fue la vida de Evelyn Cisneros cuando era joven y quería ser bailarina?* (What was Evelyn Cisneros's life like when she was young and wanted to be a dancer?)

ABOVE-LEVEL STUDENT

- Read the text aloud to and with students. Make the text available for shared, guided, or independent reading opportunities.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿En qué se parecen Rita Moreno y Evelyn Cisneros? ¿En qué se diferencian?* (How are Rita Moreno and Evelyn Cisneros similar? How are they different?) *¿Te gusta el arte de Fernando Botero? ¿Por qué?* (Do you like Fernando Botero's style of art? Why?)

POST-READING

- ▶ Have students complete the last column of the three-column charts they started in the Pre-Reading section. Have students write or draw pictures of what they learned (*Lo que aprendí*) about each of the people in the book. Then have students share their charts with a partner to compare. ✓

- ▶ Have students form pairs and choose two of the famous people mentioned in the book. Distribute Venn diagrams (Graphic Organizer #6) and have them compare the two people. Then have students write or orally explain to the class the differences and similarities between the famous people based on the information on their Venn diagrams.
- ▶ Have students work in small groups to create Alphaboxes about the information presented in the book. Have them think about and discuss the key ideas of the text together. Encourage students to generate questions, make connections, provide explanations, identify and discuss unfamiliar vocabulary words, and present alternative points of view. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students research and write a short biography on a famous person of their choosing who is from their cultural background. Students may work individually or in pairs. You may wish to have students create a timeline of the famous person's life to help them organize the information before writing. Have them include drawings, pictures, or other visuals with their biographies and present them to the class. ✓
- ▶ Show students world and country maps to identify the places where Rita Moreno, Fernando Botero, and Evelyn Cisneros were born and where they lived and worked. Have students compare and contrast the locations and the types of lives each person lived in the different places. Then have students compare those locations to where they currently live.
- ▶ Have students brainstorm ways in which the arts play an important role in culture and society. Research with students different cultural organizations and events that have a presence in your neighborhood and discuss their importance to the class and your community as a whole. Then have students work together to compile the information into a brochure or flyer to promote the local art activities and distribute to families.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a biography about a friend in the class. Have them interview each other to find out information about each other's life. Students should then write a few sentences to describe their classmate and his or her life. You may wish to have students bring pictures or create drawings of themselves or their classmates to include them in the biographies. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



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.

bailar aprender pintor tímida

1. No quiero conversar. Soy muy tímida.
2. Me gusta bailar música latina.
3. Yo quiero aprender a pintar.
4. Mi tío es un pintor famoso.

B Encierra en un círculo la palabra correcta.

1. Una (fábrica / actriz) actúa en películas.
2. Algunos artistas hacen (esculturas / carteles) de piedra.
3. Mi amigo ganó un (pintor / premio) por su pintura.
4. Puedes tener (éxito / folclórico) si trabajas mucho.
5. La (costurera / bailarina) hizo un disfraz de cisne.



Nombre _____

Comprensión lectora

A Escoge la respuesta correcta.

1. Es actriz, bailarina y cantante.

- ☒ a. Rita Moreno b. Fernando Botero
c. Evelyn Cisneros

2. Es bailarina de ballet y de flamenco.

- a. Rita Moreno b. Fernando Botero
☒ c. Evelyn Cisneros

3. Es pintor y escultor.

- a. Rita Moreno ☒ b. Fernando Botero
c. Evelyn Cisneros

B Contesta.

¿A quién te pareces más: Rita Moreno, Fernando Botero o Evelyn Cisneros? ¿Por qué?

Answers will vary.



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2. Me gusta _____ música latina.
3. Yo quiero _____ a pintar.
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