

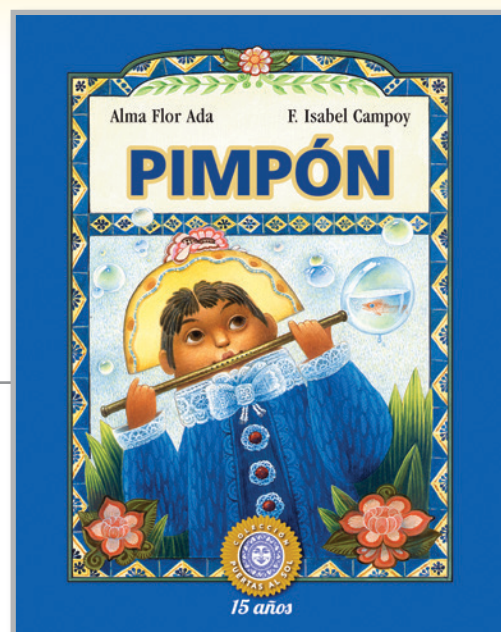


Lesson Plan and Activities

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

Pimpón

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 Illustrators: **FELIPE DÁVALOS, SOFÍA SUZÁN, MARÍA EUGENIA JARA, ISAAC HERNÁNDEZ, ALAIN ESPINOSA, MANUEL MONROY, CLAUDIA DE TERESA**



COMPLEXITY

F&P Guided Reading Level / 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

- ➔ Ask and answer questions about details in a text.
- ➔ Ask and answer questions about unknown words in a text.
- ➔ Recognize common types of texts.
- ➔ Describe the relationship between illustrations and 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.
- ➔ Recognize and produce rhyming words.
- ➔ Use drawing and writing to compose opinion pieces to state an opinion or preference about a book.
- ➔ Describe people, places, things, and events and provide additional detail with prompting and support.
- ➔ Explore word relationships and nuances in word meanings.
- ➔ Understand that words are separated by spaces in print.
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- construction paper, yarn
- globe or world map

SUMMARY

Pimpón is a collection of short poems that are part of a large series called *Puertas al sol*. The poems in *Pimpón* include themes of Latino people, various Hispanic countries, and Hispanic folklore.

STANDARDS

SLAR CCSS RL K.1, RL K. 4, RL K.5, RL K.7, RL K.10, RF K.1.b–c, RF K.2.a, RF K.3.a, RF K.3.c, RF K.4, W K.1, W K.7, W K.8, SL K.1, SL K.2, SL K.4, SL K.5, SL K.6, L K.5

SLAR TEKS K.1.A, K.2.C, K.2.D, K.3.I, K.4.B, K.5.B, K.6.C, K.7.A, K.14.B, K.16.A.iii, K.22.A

NCSS I. Culture; IV. Individual Development and Identity

Social Studies TEKS K.4.C, K.11.A, K.11.B, K.12.A, K.14.A, K.14.B, K.15.A, K.15.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

agujero – hoyo / hole

alumbra (alumbrar) – iluminar / to light up; to illuminate

amistad – relación de afecto y confianza entre las personas / friendship

ardilla – mamífero roedor pequeño de cola larga y peluda / squirrel

delgada(o) – fina / thin; slender

entero(a) – completo, sin faltar nada / entire; whole

jarabe – medicina en forma líquida / syrup

sobresalto – susto / shock; start

Advanced Vocabulary

acicalada(o) – muy arreglada / neat; tidy

Borinquen – la isla de Puerto Rico / Borinquen

canción – pieza musical que se canta / song

caracol – molusco marino o terrestre que tiene una concha / snail

folclore – conjunto de tradiciones de un pueblo / folklore

lenguas – idiomas / languages

locuela(o) – como una loca, inquieta como un niño / loony

mapa – dibujo que representa la superficie de la Tierra o una parte de ella / map

pájaro carpintero – ave con el pico largo y muy fuerte que hace agujeros en los troncos de los árboles / woodpecker

tradiciones (tradición) – conjunto de costumbres, creencias e ideas que se mantienen iguales a través de los tiempos / traditions

* 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 (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., *rima*, *sinónimo*, *antónimo*, *sílaba*, *puntuación*) and instruction words, such as *completa*, *describe*, *encierra*.
- Play a game of Hangman with the vocabulary words. Choose a word and write lines for each of the letters. Have students guess letters until the word is spelled, or until every part of the hangman is drawn due to missed letters. You may wish to give definition clues to help students solve the words.
- Explain the relationship between *folclore* and *tradiciones*. Present different folklore stories from the students' or their family's countries of origin and have students discuss them.
- Write the word *acicalada* on the board. Ask students if their room at home is neat and tidy. Then have students think of synonyms, such as *limpia*, *organizada*, *pulcra*, *prolija*, and antonyms, such as *sucio*, *desordenado*, *desarreglado*, *desorganizado*. Ask students to come up with synonyms and antonyms of other vocabulary words. Tell students that authors often use different words for different purposes, such as providing emphasis, stronger descriptions, or for the purpose of rhyming. Have students analyze which of the synonyms and antonyms might be used for different purposes.
- Write the word *amistad* on the board. Have students discuss the different friendships they have with classmates, neighbors, and other friends outside of school. Ask students to describe what makes a strong friendship. Elicit answers such as *honestidad*, *confianza*, *ayuda*, *amabilidad* (honesty, trust, help, kindness). Have students draw a picture and write a sentence about a person with whom they have a strong friendship. Allow students time to present their projects to the class.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the story and write it on the board. Have volunteers circle each word in the sentence. Ask students how they determined where each word started and ended. Elicit the space in between the words. Repeat with additional sentences.
- ▶ Choose a vocabulary word and have students identify each consonant and its sound. Then allow students to work in pairs to use magnetic or felt letters to spell the word on a magnetic or felt board. One student says the word while the other spells it. As students spell the word, tell them to sound out each letter. Have partners switch roles and repeat with other vocabulary words.
- ▶ Write common high-frequency words from the text, such as *la*, *el*, *y*, *ella*, and *yo* on two sets of separate notecards. Make enough sets for each small group. Then allow students to play a memory game by placing all the cards facedown on a table. One student turns over two cards and reads the words. If there is a match, they keep the pair and continue until no more matches are made. The person in the group with the most matched pairs of cards wins.

PRE-READING

- ▶ Discuss the concept of rhyming words. Ask students how they know when two words rhyme. Elicit that the words will have the same ending sound, but not necessarily the same end spelling. Write several words on the board and have students identify the ending sound.
- ▶ Show examples of different poems, including ones that do not rhyme. Explain the characteristics of each one. Then show additional poems and have students identify the type of each one, based on the information you presented. Ask how poems differ from fictional narratives and informational texts.
- ▶ Explain that *Pimpón* is a collection of poems about related themes rather than a complete story or informational text on a given topic. Have students compare *Pimpón* with other texts they have read. Ask students to tell the similarities and differences between them. For example, all the books may have one author and one illustrator, but *Pimpón* contains poems from different authors and illustrators.

READING

- ▶ Select different poems throughout the text and clap out the syllables in each line of the poems. Have students analyze the rhythm in each poem and if any poem was more difficult or easier to read based on the number of syllables in each line.
- ▶ Select different poems throughout the text and underline any words that rhyme. Have students identify the letters or syllables that rhyme. Then have students change the beginning letters to create additional rhyming words.
- ▶ Have students look at pages 4–5. Read the word *Índice* (Table of Contents). Remind students that a table of contents tells readers where they can find specific information in a book. Discuss the various features of this table of contents, including the bold section titles, the italicized author and illustrator names, poem titles, and page numbers. Ask students questions to elicit them looking for specific information in the table of contents. Then have students compare it with the table of contents from informational texts they have read, such as *Corre, nada, vuela* and *¿Cómo crecen las plantas?*

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 18 with students. Have students identify the action words in the poem that describe how a squirrel moves. Elicit *corre*, *vuela*, and *salta*. Have students compare these actions with the words presented in *Corre*, *nada*, *vuela* and have them compare how a squirrel can move the same as or different than other animals presented in that book. ✓
- ▶ Read page 22 with students. Ask students why they think the poet wants to go to Argentina. Elicit that she has heard that it is beautiful and neat. Work with students to find out information about what visitors to Buenos Aires and Argentina might see and do. Then have students brainstorm other places they may wish to visit and substitute that place in the poem. Have students volunteer to reread the poem with the new place.
- ▶ Read page 32 with students. Point out the words *muñeco*, *cartón*, *juguetón*. Remind them of the words *muñeca*, *cartón*, and *juguetón* presented in the story *Muñeca de trapo*. Have students orally compare and contrast the doll in the poem on page 32 with the doll that the girl chose in *Muñeca de trapo*. You may wish to have students substitute the doll from *Muñeca de trapo* in the poem and see if the poem still works.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students chorally repeat words and sentences after you.
- Assign above-level students to read with emergent students to model proper reading techniques and pronunciation.
- Elicit one-word answers, labels, or fact statements during vocabulary and comprehension activities.
- Ask these or similar questions: *En el poema "Niños poetas", ¿qué tipo de poemas escriben los niños?* (In the poem "Niños poetas," what type of poem do the children write?) *En el poema "Tengo una flor", cuando la poetisa piensa en un amigo, ¿qué sucede?* (In the poem "Tengo una flor," when the poet thinks of a friend, what happens?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or couplets during vocabulary and reading comprehension activities.
- Ask these or similar questions: *En el poema "Ardilla", ¿cómo sabes que es una fantasía?* (In the poem "Ardilla," how do you know it is not real?) *Compara los poemas "Vestidita de azul" y "Tengo una muñeca". ¿En qué se parecen? ¿En qué se diferencian?* (Compare the poems "Vestidita de azul" and "Tengo una muñeca." How are they the same? How are they different?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit couplets, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué crees que el poema "Besos" tiene ese título?* (Why do you think the poem "Besos" has that title?) *En el poema "El río", ¿por qué la autora incluye palabras que imitan sonidos?* (In the poem "El río," why does the author include sound words?)

POST-READING

- ▶ Have students compare and contrast two of the poems from the book. Have them analyze the writing styles and the topics as well as the words that were used. Ask them to think about why the authors used certain words and not others in the poems. Elicit that some words may have been used for rhyming purposes while others may have been used to provide more emphasis or description details than others. ✓
- ▶ Have students look through the book again and focus on the illustrations. Have them comment on the part of the poem that the illustrator chose to illustrate. Ask students their opinions about the illustrations and if they think the illustrations portray the poem correctly or if they would have chosen a different image or scene from the poem.
- ▶ Have students write their own poem about one of the topics presented in *Pimpón*. Then have them state where this poem would be listed on the Index pages and why. Allow students time to illustrate their poems and present them to the class. ✓
- ▶ Review the text and locate the different towns and countries mentioned in the poems. Ask students to share experiences of traveling to any of these places or family members that may have come from or visited these places. Then help students locate these places on a globe or map.

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Remind students that the word *Borinquen* is used to refer to Puerto Rico. People from Puerto Rico are sometimes called *boricuas*. Help them research the names given to people from other Hispanic countries. Write each of the words and countries on sentence strips. Then play a matching game for students to connect the names to the countries. You may wish to have more advanced students write sentences using the words and countries as well. ✓
- ▶ Reread the poem “*Aquí vivimos*.” Discuss how the United States is filled with people from different countries, cultures, and ethnicities. Have students conduct research to find out how many languages are spoken and countries are represented in their town and state and create a list with them. Analyze the information as a class to determine which language and country is the most and least represented.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students choose their favorite poem from *Pimpón* and write an opinion about it. Have them give supporting details and reasons to justify their opinion. 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.

caracol alumbra lenguas

1. Yo hablo dos lenguas, inglés y español.

2. El caracol se mueve muy despacio.

3. El sol alumbra el cielo.

B Describe una tradición de tu familia.

Dibuja la tradición.

Answers will vary.









Nombre _____

Comprensión lectora

A Encierra en un  círculo la palabra que rima.

- | | | |
|-----------|----------|----------|
| 1. soy | día | doy |
| 2. flor | amor | amistad |
| 3. hoja | roja | verde |
| 4. bonita | estrella | abuelita |

B Escoge la respuesta. Mira el ejemplo.

1. En *Pimpón*, los latinos viven en... 
a. Estados Unidos b. Argentina
2. ¿Cuál es otro nombre para Puerto Rico? 
a. sobresalto b. Borinquen
3. ¿Cómo hace el río cuando va de prisa? 
a. cro, cro, cro b. zas, zas, zas
4. ¿Cómo llama la niña al pájaro carpintero? 
a. picamadero b. librero



Nombre _____

Vocabulario

A Completa las oraciones.

caracol alumbra lenguas

1. Yo hablo dos _____, inglés y español.

2. El _____ se mueve muy despacio.

3. El sol _____ el cielo.

B Describe una tradición de tu familia.

Dibuja la tradición.



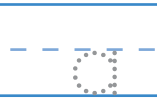
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