

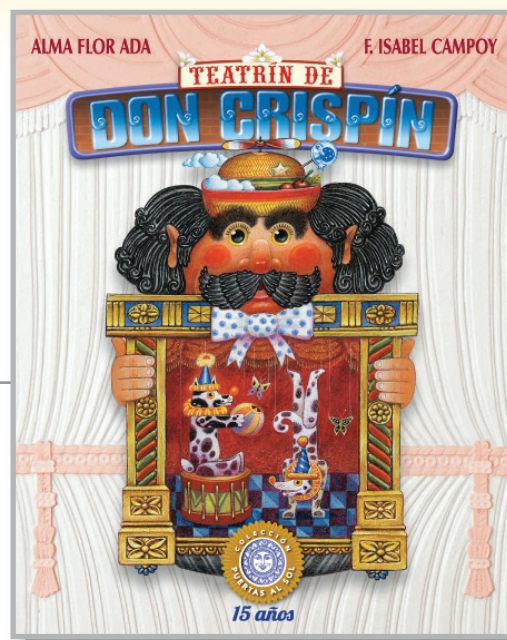


Lesson Plan and Activities

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

Teatrín de Don Crispín

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COMPLEXITY

F&P Guided Reading Level K / Lexile Level N/A (Drama)

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Drama

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Retell stories, including key details.
- Identify characters, settings, and major events in a story.
- Analyze the structure of texts and how specific portions relate to each other and the whole.
- Know and apply grade-level phonics and word analysis skills in decoding both in isolation and in text.
- Use a combination of drawing, dictating, and writing to compose an opinion piece about a drama.
- Describe people, places, things, and events, and provide additional details.
- Understand the concept of antonyms.
- Explore word relationships and nuances in word meanings.
- Demonstrate understanding of the organization and basic features of print.
- Recognize and reproduce rhyming words.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons, construction paper
- flash cards, notecards, and sentence strips
- materials for play costumes, scenery, and props

SUMMARY

Teatrín de Don Crispín is a collection of short plays or dramas that is part of a larger work called *Puertas al sol*. The dramas in *Teatrín de Don Crispín* include themes of Latino traditions, Hispanic culture, and Hispanic folklore.

STANDARDS

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

SLAR TEKS K.1.G, K.4.B, K.5.B, K.6.A, K.6.C, K.8.A, K.8.B, K.13.E, K.15.A, K.21.A–C, K.23.A

NCSS I. Culture; IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

¡arriba el telón! – *que se levante el telón*
/ raise the curtain!

asustadísima(o) – *que tiene mucho susto; muy temerosa* / very frightened

colgado (colgar) – *sujetar una cosa a otra de manera que no toque el suelo* / to hang

coser – *unir con hilo y aguja dos o más pedazos de tela u otras cosas* / to sew

delantal – *prenda que, colgada generalmente del cuello, se ata a la cintura y se pone encima de la ropa para protegerla* / apron

hermosa(o) – *que tiene una gran belleza*
/ beautiful

metió (meter) – *poner a una persona o cosa dentro de algo* / to place

naciste (nacer) – *referido a una persona o a un animal vivíparo, salir del vientre materno*
/ to be born

regalo – *cosa que una persona da a otra como muestra de cariño, amistad o agradecimiento*
/ gift; present

Advanced Vocabulary

avergonzado(a) – *que siente vergüenza*
/ embarrassed

cigarra – *insecto de color verdoso que tiene la cabeza ancha, los ojos salientes y dos pares de alas* / cicada

hormiguero – *red de túneles donde viven las hormigas* / anthill

olvidadizo(a) – *persona a la que se le olvidan las cosas* / forgetful

pinar – *bosque de pinos* / pine forest

polen – *granitos muy pequeños que hay dentro de las flores y sirven para que haya nuevas plantas* / pollen

¡socorro! – *se usa para pedir ayuda* / help!

temible – *que causa miedo o terror* / scary

zarpazo – *golpe o arañazo que se da con la zarpa o garra* / snatch; swipe

* 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., *palabra*, *antónimo*) and instruction words, such as *completa*, *encierra*, *une*.
- Write each vocabulary word and definition on separate sentence strips. Leave some space between letters of the vocabulary word. Cut up the word and distribute the pieces to pairs of students. Post the definition strips on the board. Have students rearrange the letters to form the word. Then have students match the word with the definition. Rotate word pieces around to different pairs.
- Create a two-column chart on the board and label the columns *palabra* and *antónimos* (word and antonyms). Choose a few vocabulary words to write in the first column. Then write several antonyms of the words on notecards. Have a volunteer choose an antonym and place it in the second column next to the correct word. Repeat with the remaining words. Then have students use each of the vocabulary words in a sentence and include an antonym in their sentence.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the text and write it on the board. Read it aloud with students. Then call out a word from the sentence and have a volunteer come to the board and point to the correct word. Repeat with other words in the sentence and with different sentences.
- ▶ Have students recite the alphabet song. Then write various words from the text on the board. Be sure to choose enough words to have each letter of the alphabet represented at least one time. Then assign each student a letter, and have them identify all the instances in which that letter appears in the words on the board. Repeat until each student has had a chance to identify a letter.
- ▶ Write the title of the text on the board and read it aloud. Have students repeat it. Ask them to identify the rhyming words in the title and explain how they knew they rhymed. Then write other words on the board that may or may not rhyme with *teatrín* and *Crispín* and have students volunteer to circle the rhyming words. Have other students volunteer to underline the groups of letters that rhyme in each of the words.

PRE-READING

- ▶ Explain to students that *Teatrín de Don Crispín* is a collection of dramas rather than an individual story or informational text on a given topic. Ask: *¿Qué es una obra de teatro? ¿En qué se parece y en qué se diferencia de otros tipos de texto?* (What is a drama? How is it similar and different to other types of text?) Elicit that a drama has characters and a plot; however the text contains dialogue that the characters speak, and acting and scene directions. In addition, a drama is acted out with actors in costume on a stage.
- ▶ Explain to students that when the written drama is performed at a theater, it is called a play. Have students discuss any experiences of seeing a play. Allow them to tell what type of play they saw, what the costumes and scenery looked like, and if they enjoyed the experience.
- ▶ Have students look at the cover of the book and identify the authors, illustrators, and title. Ask students why they think the authors included the word *teatrín* in the title.

READING

- ▶ Read the poem *¡Arriba el telón!* (Raise the Curtain!), on page 5. Ask students what they think the title means. Elicit that when the curtain rises on a stage, that indicates the play is about to begin. As you read each stanza of the poem, ask students to explain what the author is talking about and how that text relates to a play.
- ▶ For each drama, have students identify and describe the title, the characters, and the setting. Have them compare the way the dialogue is presented in the dramas versus other narrative texts they have read. Explain what *Actos* and *Escenas* are (Acts and Scenes) and how they help organize the drama. Point out the text that would be read by a narrator, as well as stage directions written in parentheses. Have students explain how each part is important to the success of a drama.
- ▶ Have students look the *Índice* (table of contents). Ask them what information a table of contents gives. Elicit that it tells readers where they can find specific information in a book. Discuss the various features of this table of contents, including the bold titles, the authors' names, play titles, and page numbers. Ask students questions to elicit them looking for specific information in the table of contents.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 6. Point out the words *quiquiriquí* and *oinc*. Have students explain what those words sound like. Elicit that those words mimic the sounds that the animals make. Explain the concept of *onomatopeya* (onomatopoeia) and discuss how and why this type of words are used in stories. Have students say the sounds of other animals and how they think they would be spelled in Spanish. As you read other pages, have students identify other onomatopoeia words.
- ▶ Read pages 11–12. Have students identify adjectives on the pages, such as *asustadísima* and *tan caliente*. Have students explain the meaning of these words and why they think the authors used them. Elicit that some words express more emotion and feeling than others, and in a drama sometimes the characters may need more emphasis on their words. Have students identify additional uses of stronger adjectives throughout the story and analyze why the authors may have used those words and not others.
- ▶ Read together *El cumpleaños de Serafina*. Ask students to share any experiences of going to a party and forgetting a present for the person having the party. Have them pretend they are in Sebastián's place and in groups, create a discussion web about what they would have done to solve the problem, either in the same way or differently than Sebastián. Have groups share their webs with the class.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and then have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *En "La gallina Josefina", ¿dónde estaba el delantal de Josefina? ¿Qué tenía dentro del bolsillito?* (In the drama "La gallina Josefina," where was Josefina's apron? What did she have inside the little pocket of her apron?) *En "El cumpleaños de Serafina", ¿qué olvidó Sebastián?* (In "El cumpleaños de Serafina," what did Sebastián forget?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *En "La gallina Josefina", ¿cómo se salvó Josefina del lobo?* (In "La gallina Josefina," how did Josefina save herself from the wolf?) *En "Amiga hormiga", ¿cómo se prepararon Cigarra y Señora Hormiga para el invierno?* (In "Amiga hormiga," how did the cicada and the ant prepare themselves for the winter?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *En "Amiga hormiga", ¿la Señora Hormiga es una buena amiga? ¿Por qué?* (In "Amiga hormiga," is Mrs. Ant a good friend? Why?) *¿El regalo de Sebastián a Serafina era un buen regalo? ¿Por qué?* (Was Sebastián's gift to Serafina a good one? Why?)

POST-READING

- ▶ Have students compare and contrast two of the dramas from the book. Have them analyze the writing styles and the topics, as well as the words that were used. Ask students to think about why the authors used certain words in the dramas and not others. Elicit that some words may have been used to provide more emphasis or description than others.
- ▶ Have students compare the book with other texts they have read. Ask them to tell the similarities and differences between them. For example, other books may have one author and colorful images or illustrations by one artist, but *El teatrín de Don Crispín* contains texts by different authors and artwork by different illustrators.
- ▶ Have students work in small groups to act out one of the dramas. Each student should have a role in the play. Allow students to make masks, props, costumes, and scenery for their play. Then have groups present their plays to the class. Correct pronunciation and fluency as needed. ✓

CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students research fables or folk stories from countries around the world. Divide the class up into groups and have them recreate the fable into a play. Be sure groups include a list of characters, the story plot, and the dialogue for the play. Give students the option of illustrating or acting out the play. ✓
- ▶ Have students research ways in which people should prepare for long cold winter months, such as stocking up on food, having flashlights and candles handy for any electrical outages, as well as warm clothes like jackets and gloves, and so on. Have students create a presentation in the form of a report or a play to explain the information to the rest of the class.
- ▶ Have students discuss the animals in *El cumpleaños de Serafina* and how several were not willing to share their food or snacks with Sebastián so that he could give them to Serafina as a gift. Have students discuss why sharing with others is important and their experiences of sharing with others. Have students construct a list of rules to follow when it comes to sharing and place them on poster board. Post the list in the class for students to reference.

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write an invitation to a friend to see their favorite play from *Teatrín de Don Crispín*. Show students examples of invitations, and have them include all the necessary information, including the date, time, and location. In addition, have students write a summary of the play and include it in the invitation. Students should also include a review of the play, including their opinion about the play and 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.

regalo coser naciste hormiguero

1. Las hormigas viven en un hormiguero.
2. ¿En qué fecha naciste?
3. A mi abuela le gusta coser ropa.
4. Recibí un regalo de cumpleaños.

B Encierra en un círculo el antónimo correcto.

- | | | |
|-------------|------------------|------------------|
| 1. arriba | cerca | <u>abajo</u> |
| 2. colgar | <u>descolgar</u> | colgado |
| 3. metió | meteré | <u>sacó</u> |
| 4. hermosa | <u>fea</u> | asustada |
| 5. coser | <u>descoser</u> | remendar |
| 6. asustado | contento | <u>tranquilo</u> |



Nombre _____

Comprensión lectora

A Escoge.

1. Las personas o animales que actúan son
a. el teatro. **b. los personajes.**
2. Las obras se presentan en
a. un teatro. b. un índice.
3. Cuando empieza una obra, se levanta
a. el teatro. **b. el telón.**

B ¿Sí o no?

1. A la gallina Josefina le gusta coser.
☒ Sí ☐ No
2. Sebastián llevó el regalo en el tren.
☐ Sí ☒ No
3. Cigarra se preparó bien para el invierno.
☐ Sí ☒ No

C ¿Cuál es tu personaje favorito? ¿Por qué?

Answers will vary. Students should support their answers with information from the text.



Nombre _____

Vocabulario

A Completa las oraciones.

regalo coser naciste hormiguero

1. Las hormigas viven en un _____.
2. ¿En qué fecha _____?
3. A mi abuela le gusta _____ ropa.
4. Recibí un _____ de cumpleaños.

B Encierra en un círculo el antónimo correcto.

- | | | |
|-------------|-----------|-----------|
| 1. arriba | cerca | abajo |
| 2. colgar | descolgar | colgado |
| 3. metió | meteré | sacó |
| 4. hermosa | fea | asustada |
| 5. coser | descoser | remendar |
| 6. asustado | contento | tranquilo |



Nombre _____

Comprensión lectora

A Escoge.

1. Las personas o animales que actúan son
a. el teatro. b. los personajes.
2. Las obras se presentan en
a. un teatro. b. un índice.
3. Cuando empieza una obra, se levanta
a. el teatro. b. el telón.

B ¿Sí o no?

1. A la gallina Josefina le gusta coser.
☐ Sí ☐ No
2. Sebastián llevó el regalo en el tren.
☐ Sí ☐ No
3. Cigarra se preparó bien para el invierno.
☐ Sí ☐ No

C ¿Cuál es tu personaje favorito? ¿Por qué?
