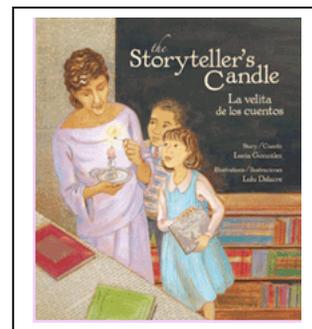


The Storyteller's Candle by Lucia Gonzalez



Grade/Class/Subject: 3-5 Language Arts

Content Standards: LA.C.1.2 the student uses listening strategies effectively;
LA.D.2.2 The student understands the nature of language.

Content Objective(s): Meets FL STATUTE 1003.42 – *Hispanic Contributions to the United States*

The student will identify words taken from the text.

Language Objective(s): Students will identify key vocabulary words by raising their hands when they hear them read by the storyteller.

Grouping Configurations: Whole class, partners

Story Synopsis: It is the winter of 1929, and cousins Hildamar and Santiago have just moved to enormous, chilly New York from their native Puerto Rico. As Three Kings' Day approaches, Hildamar and Santiago mourn the loss of their sunny home and wonder about their future in their adopted city. But when a storyteller and librarian named Pura Belpre arrives in their classroom, the children begin to understand just what a library can mean to a community.

Key Vocabulary

barrio	Navidad	Titi luceros
biblioteca	maracas	nenes
bodega	guiro	habichelas
vecinos	cucurachita	
El Dia de los Reyes		

Supplementary Materials

Picture/Word Cards-cards with pictures and the vocabulary word printed on one side of the cards. On the other side of the cards the word in English is printed.

Picture/Definition Cards-definitions of words printed on one side with picture on the other side.

Cloze activity worksheet

Lesson Sequence:

Introduction: Building Background

Hold up a copy of the book and ask students to make predictions based on the title and pictures printed on the cover of the book. Tell them the story takes place in the United States in New York City during a time called the Great Depression, when people did not have very much money and times were hard. Two cousins named Hildamar and Santiago have just arrived from Puerto Rico. It is winter and the children are feeling very cold and very homesick. Then something magical happens, when a librarian and storyteller visits their classroom.

Modeling/Guided Instruction:

1) Discuss the meaning of the word “homesick.” Relate a personal experience, which tells how you felt when you moved to Florida or visited a foreign country. Describe the things that were different from where you lived before, or give examples of things that were different in the country you visited. Be sure to include the emotions you felt at the time.

2.) Invite students to describe what it felt like on the first day of school in a new class. If there are students new to the school or the United States, ask them to describe their experiences.

3.) Hold up a picture/word card and tell students there are some words in the story they may not know. These words are in Spanish. They are words that are important to the story in different ways. Tell them the word you are holding up is an example of one of these words.

4.) Hold up the vocabulary picture cards one by one. Point to the word or words on each card. Say the word(s). Ask students to look at the word and repeat it with you. Next, have students look at the pictures and ask them to guess what the word means by looking at the picture. Turn the card over and say the word in English. Pass out the picture/word cards.

5.) Next, hold up the definition cards. Tell students the definitions for the words are printed on these cards, and that you are going to read each definition. Read the definitions printed on the picture/definition cards, asking students to hold up the picture/word card that matches the definition. Students will take the card and read the definitions out loud.

Pairwork/Independent Practice:

1.) Pass out both the definition cards and the picture/word cards to the students. Have students match the definitions with the picture/word cards. Each pair will share with the rest of the group the word(s) and definition they have matched.

2.) When students have had an opportunity to match all the words with their definitions, ask them to listen for the new words as you read the story to the class. As they listen to the story, ask the students to raise their hands when they hear the key vocabulary words. Call on a student to give the meaning of the word, and then continue reading the story.

Review/Assessment: Students will participate in cloze activity that reinforces the meaning of the new vocabulary words.

1.) Using an overhead projector, document camera, or Promethean board, model the procedure you want the students to follow by completing the first sentence on the cloze activity worksheet with the correct vocabulary word.

2.) After students have completed the activity individually allow them to compare their answers with a partner or in small groups.

1. Copy two sets of the pictures.
2. Paste pictures on 2 sets of flash/index cards. One set is the Word/Picture Cards and the other set is for the Picture/Definition Cards.
3. Cut and paste words on back of card that tells what the word is in English.
4. Cut and paste the definitions on the back of the Picture/Definition Cards.

	Picture/Definition Cards
bodega—grocery store	bodega—A store where food is sold.
barrio—neighborhood	barrio—A community where people live.
cuatro—Puerto Rican guitar	cuatro—A small guitar with ten strings.
cucurachita—little cockroach	cucurachita—A small insect that is a cockroach.
guiro—gourd instrument	guiro—An instrument made from a gourd.
habichelas--beans	habichelas—A type of beans.
luceros—lights	luceros—Twinkling lights used as decoration.
nenes— children	nenes—A name for children.
parranderos—carolers	parranderos—People who sing songs and play instruments.
pasteles—holiday dish	pasteles—Holiday dish made with a dough of grated green bananas and mashed plantains stuffed with pork and seasonings, and wrapped in a plantain leaf.
ratoncito—little mouse	ratoncito—A very small rat or mouse.
vecinos—neighbors	vecinos—The people who live in your neighborhood.
El Dia de los Reyes—Three Kings’ Day	El Dia de los Reyes—A holiday celebrated twelve days after Christmas called All Kings’ Day.
Navidad—Christmas	Navidad—the Spanish word for Christmas.
Titi—Auntie	Titi—The Spanish word for Auntie.
maracas—maracas	Maracas—percussion instruments made of dried gourds filled with seeds and beans.
Biblioteca—library	Biblioteca—The Spanish word for library.

