



LESSON PLAN

Grades: 3-4

Author: David Bowles

Illustrator: Charlene Bowles

Guided Reading Level: N

Text Type: Fiction /Legends, Myths and Fables / Graphic Novel

Subject Area: Language Arts



About this book

Sayam was born from an egg and was raised by his grandmother. They were living under the tyrannical rule of a king in an ancient Mayan kingdom. Sayam is destined for great things, but he must first defeat the evil king. Will he be able to rise to the challenge?

Getting ready to read

- Introduce the book, author, and illustrator. Then, scan through it and help students identify the genre. Discuss that a graphic novel (*novela gráfica*) is a story in comic-strip format. Finally, provide some background on the pre-Hispanic Maya peoples.

The vocabulary

- Use pictures and/or examples to introduce the vocabulary. Then play a game of bingo.
- Point out *aprendiz* (from *aprender*) and *curandero* (from *curar*). Review the concept of word families.
- Remind students how to form the plural of words ending in -z: *aprendiz* → *aprendices*. Other examples in the text include *capaz* → *capaces*; *vez* → *veces*. Additionally, words with an accent mark in the last syllable, lose the accent in the plural form: *poción* → *pociones*. Other examples in the text include *chamán* → *chamanes*; *corazón* → *corazones*; *guardián* → *guardianes*.
- Point out the prefixes *des-* (opposite), *infra-* (below, inferior), and *inter-* (between) in *desenroscar*, *inframundo*, and *interponer*. Help students derive the meaning of these words by using the prefixes.

Words to know

albergar	interponer
aprendiz	península
convocar	poción
curandero(a)	profecía
desenroscar	usurpar
inframundo	vasallo(a)

Engaging in reading

- Discuss some elements of graphic novels: panels (*viñetas*), speech bubbles (*bocadillos*), onomatopoeias (*onomatopeyas*). Then invite students to share some of the features of legends: recount past events, have fantastic elements, teach a lesson (*moraleja*).
- Divide the class into small groups and suggest groups assign different roles to their members (facilitator, note-taker, reader, etc.). As they read the novel, invite students to analyze how both the images and text work together to tell the story.

Responding to reading

- Ask the class to come together and have each group use their notes to recount the story. Then hold a class discussion to determine the lesson, or moral, of the legend.



ACTIVITIES



Mi vocabulario

a. Une las palabras de significados similares.

- | | |
|-------------|---------------|
| 1. usurpar | a. bebida |
| 2. aprendiz | b. acoger |
| 3. poción | c. predicción |
| 4. albergar | d. robar |
| 5. convocar | e. estudiante |
| 6. profecía | f. llamar |

b. Encierra en un círculo el prefijo de cada palabra y escribe una oración con la palabra.

- interponer: _____
- desenroscar _____
- inframundo: _____

Comprendo la lectura

c. Marca "Cierto" o "Falso".

- Los aluxes no ayudaron a Almah porque era una bruja mala.
- Sayam era mitad mono y mitad humano.
- Sayam derrota a la serpiente con la ayuda de los muertos.
- Las profecías anunciaban que Sayam iba a ser rey.

Cierto

Falso

d. Completa la tabla con los elementos de la leyenda.

Héroe	_____	Alguien sabio(a)	_____
Enemigo	_____	Lugar y época	_____
Monstruo	_____	¿Qué logra el héroe?	_____
Seres mágicos	_____	Moraleja	_____

Comparto lo que leí

Imagínate la vida en el reino con Sayam como rey. Escribe y dibuja una novela gráfica para contar la historia del rey Sayam. Incluye al menos cuatro sucesos importantes. Si es posible, organicen una exposición de las novelas gráficas en la clase.

ACTIVITIES



Mi vocabulario

a. Une las palabras de significados similares.

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| 1. usurpar | → | a. bebida |
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b. Encierra en un círculo el prefijo de cada palabra y escribe una oración con la palabra.

1. **inter**poner: Sample answer: El niño iba en su bici cuando una ardilla se interpuso en su camino.
2. **des**enroscar: Sample answer: La serpiente se desenroscó y salió de su escondite.
3. **infr**amundo: Sample answer: Los monstruos de las leyendas viven en el inframundo.

Comprendo la lectura

c. Marca "Cierto" o "Falso".

1. Los aluxes no ayudaron a Almah porque era una bruja mala.
2. Sayam era mitad mono y mitad humano.
3. Sayam derrota a la serpiente con la ayuda de los muertos.
4. Las profecías anunciaban que Sayam iba a ser rey.

Cierto

Falso

d. Completa la tabla con los elementos de la leyenda.

Héroe	<u>Sayam (el enano)</u>	Alguien sabio(a)	<u>Almah (la bruja de Kabah)</u>
Enemigo	<u>Kinich Kak Ek (el rey de Uxmal)</u>	Lugar y época	<u>La península de Yucatán. Hace mil años.</u>
Monstruo	<u>Metnalkán (la serpiente)</u>	¿Qué logra el héroe?	<u>Logra liberar a Uxmal de un mal gobernante.</u>
Seres mágicos	<u>los aluxes</u>	Moraleja	<u>Un buen gobernante debe ser justo y ayudar a su pueblo.</u>

Comparto lo que leí

Imagínate la vida en el reino con Sayam como rey. Escribe y dibuja una novela gráfica para contar la historia del rey Sayam. Incluye al menos cuatro sucesos importantes. Si es posible, organicen una exposición de las novelas gráficas en la clase.

READING STANDARDS FOR THIS LESSON*

Grades: 3-4

* Los estándares en español se tomaron de la traducción de los CCSS hecha por el distrito escolar de San Diego, California.



Grade 3

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RF.3.3.b Decode words with common Latin suffixes.

RF.3.4.a Read on-level text with purpose and understanding rereading as necessary.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1.b Forman y usan plurales de sustantivos regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: *pez, peces; lápiz, lápices; joven, jóvenes*).

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (ejemplo: *agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/precalentar*).

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (ejemplo: *compañía, compañero*).

Grade 4

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RF.4.3.a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4.a Read on-level text with purpose and understanding.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ejemplo: *telégrafo, fotografía, autógrafo*).

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Disclaimer

The publisher follows the criterion and guidelines from the following: *The continuum of Literacy Learning, Grades PreK-8th* and *El continuo de adquisición de la lectoescritura. Grados K-3* by Gay Su Pinnell and Irene C. Fountas.