Lesson Title: *El Viejo Reloj* by Fernando Alonzo
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Association

I.   OBJECTIVES

1. Use a literature story to develop language
2. Connect experiences and ideas with those of others through speaking and listening
3. Listen critically to interpret and evaluate
4. Use art to think critically and creatively
5. Present dramatic interpretations of experiences, stories, poems, or plays
6. Use vocabulary to describe clearly ideas, feelings, and experiences
7. Read from a variety of genres for pleasure and to acquire information
8. Discuss meanings of words and develop vocabulary through meaningful/concrete experiences
9. Develop vocabulary through reading
10. Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions
11. Analyze characters, including their traits, feelings, relationships, and changes
12. Write to record ideas and reflections
13. Write to discover, develop, and refine ideas

Reading Standard 1
1.   Identify story elements, including:
  ➢   ·   speaker or narrator
  ➢   ·   setting
  ➢   ·   characters
  ➢   ·   plot
  ➢   ·   problems and solutions
2.   Identify literary devices, including dialogue
3.   Retell a story's beginning, middle, and end
4.   Retell important facts from informational text
5.   Compare the similarities/differences between events in a story and events in life
6.   Identify themes in texts and relate themes to personal prior experience or experience of others

II.   MATERIALS:
  ➢   **PowerPoint Slides**
  ➢   **Book:** *El Viejo Reloj* by Fernando Alonzo
  ➢   Large piece of **construction paper**
  ➢   **Markers** or **crayons**
  ➢   **Paper and pencils**

III.   LESSON SUMMARY

Stage	Strategy	Cooperative Structure
Into	Anticipation/Reaction Guides Pre-Reading Questions	Inside/Outside Circle Pairs Teams of Four
Through	Read Aloud Basic Chart Create pictures to retell story Critical Thinking Taxonomy	Whole Group Teams of Four Teams of Four Pairs
Beyond	Word Theater	Pairs

PROCEDURES:
1. Show Slide # 1 Title and tell students you will be reading them a story from the book, *El Viejo Reloj,* by Fernando Alonzo. Tell them the book is an adventure story about a little boy named Ramon who goes off in search of the numbers of his grandfather's old clock. The numbers have fallen just like grandfather's teeth.

2. Review the lesson objectives with them using Transparency #2, Lesson Objectives.

3. Show Slide #3, use inside outside circle for the following anticipation/reaction statements:

   All grandfathers live in old houses.
   Clocks are only used to tell time.
   Only numbers are used on clocks.
   Numbers are only used for counting and telling time.

4. Group pairs into groups of four and have teams discuss the following pre-reading questions:

   Have you ever been in an old house?
   Have you ever been up in an attic?
   Do you have a special secret place you can go to?

5. Tell the students you will now read them the story about Ramon. Ask them to listen carefully because you will be recording what they heard and remembered from the story.

6. Read the story aloud dramatically and fluently. Explain needed vocabulary briefly as you go, but try not to interrupt the flow of the story.

7. Say that you are now going to record some things the students noticed about the story, some things that got them wondering, and some connections they made between things that happened in the story and their own lives or other stories they have heard or read.

Show them Transparency #4, *Observations*, and read them the observation recorded there as a sample. Record one of your own observations.

8. Pass out Think Pads, that is, Post It pads or stapled together small squares of paper, to each team. Give them a few minutes to write one or more observations on the Post Its or paper squares.

9. Call on individuals to share their observations and record them on a blank transparency or on chart paper. Write each person's name next to his/her observation.

10. Continue on with Transparency #5, *Wonderings*, and Transparency #6, *Connections*, modeling the first one, having teams use the Think Pads to jot down their ideas, and then recording the comments of individuals along with their names. Review your recording of their contributions by calling on individuals to read their contribution aloud to the group. Praise appropriately.

11. Have students write a summary from the observations recorded. Have them chose a wondering or a connection to develop further in writing.

12. Now have students work in pairs and assign an activity from each cognitive domain of Bloom's Taxonomy of skills. The following are suggested activities:

➢ Knowledge – Recall details about the story by creating a picture of where a part of the story took place.
➢ Comprehension – Explain selected ideas or parts from the story in your own words. Describe Ramon and explain how you are like him.
➢ Application – Transfer the characters to a new setting.
➢ Analysis – Identify general characteristics (stated or implied) of the main character. Compare this story to reality. What events could not really happen?
➢ Synthesis – Propose three new titles for *El Viejo Reloj* that would give a good idea what it was about. Create a poster to advertise the story so people will want to read it.
➢ Evaluation – Consider how the story can help you in your own life; defend your opinion. Appraise the value of the story. Which character would you like to spend a day with and why?

Word Theater: Pairs
   ✓ **One is actor; the other the guesser**
   ✓ **Guessers with back to teacher**
   ✓ **Actors act out vocabulary**

ASSESSMENT:
• Evaluate the pictures and the writing of details from the story.

• For the Basic Chart activity, assess the quality of the observations, wonderings, and connections made. Determine whether or not all students contributed at least one observation, wondering, or connection.

• Evaluate the summaries and additional writings done as follow up to the Basic Chart.