

**Literacy Squared®**  
**Three-Day Plan for Oracy and Lotta Lara**

**Title of book:** *Alma and How She Got Her Name*      **Grade:** 3<sup>rd</sup>

\*\*TEACHER READS THE ENTIRE PICTURE BOOK AS A READ ALOUD BEFORE LESSON\*\*

<b>D a y 1</b>	<p><b>Introduction/Summary:</b> This narrative story is a conversation between Alma and her dad about how she got her name. Alma thinks her name is too long because it doesn't fit on the paper, but her dad explains that it does fit because each name she was given has important meaning because they are names from people in her family.</p> <p><b>Vocabulary:</b> mother (mom/mommy), father (dad/daddy), aunt, uncle, grandmother, grandfather, great grandmother, great grandfather, great aunt, great uncle, alma, esperanza, pura, candela, ancestors, "stands out," "it fits", namesake</p> <p><b>1. Review Vocabulary:</b> Before reading the text, the teacher uses the vocabulary picture cards to explain the definition of the words. For the words describing family members the teacher uses an example of Alma's family tree to explain the meaning. For the Spanish names the teacher simply gives the English translation of the word. For example: <i>Alma</i> in English means soul.</p> <p><b>2. Reading of text</b></p> <p>a. Teacher hands out the copy of the text (see attached) to each child, then engages them in repeated readings:</p> <ul style="list-style-type: none"><li>i. Echo Read</li><li>ii. Choral Read</li><li>iii. Partner Read</li></ul> <p><b>3. Oracy</b></p> <p><b>Language focus:</b> To demonstrate comprehension of the story by describing which of Alma's namesakes stand out to them.</p> <p><b>Collaborative structure/s to be used:</b> Think-Pair-Share-Square--<i>students first think about a person that stands out to them from the story, then share with a partner. That pair meets up with another pair and they all discuss the people they selected and why.</i></p> <p><b>Comprehension questions with language structures:</b></p> <ul style="list-style-type: none"><li>1. Each student selects a picture of one of Alma's namesakes from the bag. With their partner they complete the graphic organizer for those two-particular people.</li><li>2. The partnership engages in the following dialogue using the pictures:  Partner A: Which person stands out to you? Partner B: Alma's (grandmother/great-grandmother/grandfather/great-aunt) _____ (name) stands out to me because he/she is _____ (adjective) _____. For example, he/she _____ (action) _____. What about you? Who stands out to you? Partner A: Alma's (grandmother/great-grandmother/grandfather/great-aunt) _____ (name) stands out to me because he/she is _____ (adjective) _____. Another thing he/she does is _____.</li><li>3. The pair joins with another pair and they use the pictures and dialogue to discuss the person that stands out to them.</li></ul> <p><i>After the dialogue the teacher and the class create a list of adjectives as a resource for the rest of the oracy lessons.</i></p>
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	<i>In preparation for the story of their names on day three, have students talk to their families about the stories of their own names.</i>
<b>D</b> <b>a</b> <b>y</b> <b>2</b>	<p><b>Vocabulary:</b> <i>traits; could &amp; would</i>, list of adjectives students and teacher generated</p> <p><b>1) Review Vocabulary:</b> Use the vocabulary cards to review definitions. Explain the conditional tense is used to describe something you would like to be in the future and uses the words could or would.</p> <p><b>2) Reading of text</b></p> <ul style="list-style-type: none"> <li>Teacher hands out the copy of the text (see attached) to each child, then engages them in repeated readings: <ul style="list-style-type: none"> <li>Echo Read</li> <li>Choral Read</li> <li>Partner Read</li> </ul> </li> </ul> <p><b>3) Oracy</b></p> <p><b>Language focus:</b> Students will use the conditional tense to explain which person they would choose to be like and why by using evidence from the text in the form of traits (adjectives).</p> <p><b>Collaborative structure/s to be used:</b> Circles and Squares: <i>circles ask the first question, squares answer it and ask the second question, then circles answer that.</i></p> <p><b>Structured dialogue questions/language structures:</b></p> <ul style="list-style-type: none"> <li>Circles: If you could be like any of the people in the story, who would you be? Why?</li> <li>Squares: If <b>I could</b> be like any of the people in the story I <b>would be</b> like ___ because he/she is _____. What about you, who would you be? Why?</li> <li>Circles: I agree with you! I would also want to be like _____. -OR- I disagree. I would be like ___ because he/she is _____.</li> </ul>
<b>D</b> <b>a</b> <b>y</b> <b>3</b>	<p><b>Vocabulary:</b> <i>could, would</i></p> <p><b>1) Review Vocabulary:</b> Use the vocabulary cards to review definitions and conditional tense.</p> <p><b>2) Reading of text</b></p> <ul style="list-style-type: none"> <li>Teacher hands out the copy of the text (see attached) to each child, then engages them in repeated readings: <ul style="list-style-type: none"> <li>Echo Read</li> <li>Choral Read</li> <li>Partner Read</li> </ul> </li> </ul> <p><b>3) Oracy</b></p> <p><b>Language focus:</b> Students will use the conditional tense to discuss a name they would choose from someone important to them in their lives and explain why using adjectives and descriptions of their actions. They will also talk about the story of their own names in preparation for the writing extension.</p> <p><b>Collaborative structure/s to be used:</b> Mingle and Share</p> <p><b>Structured dialogue questions/Language structures:</b></p> <ul style="list-style-type: none"> <li>Partner A: If you could choose a name, which name would you choose? Why?</li> <li>Partner B: If I could choose a name, I would choose _____ because she/he is __ (adjective) __. Also, she/he __ (action) _____. What do you think? Which name would you choose?</li> <li>Partner A: If I could choose a name, I would choose _____ because she/he is __ (adjective) __. Also, she/he __ (action) _____. <i>Note: This should be about someone in their lives, not someone from the book.</i></li> </ul>

- Partner A: What is the story of your name?  
Partner B: My name is \_\_\_\_\_ because \_\_\_\_\_. What about you?

WRITING EXTENSION: As a writing activity, have students use this discussion as a foundation to write about the story of their names.

Other resources for the book can be found on the author's website:

- <https://juanamartinezneal.com/books/alma/>
- [http://juanamartinezneal.com/wp-content/uploads/books/alma/Alma\\_activities\\_esp.pdf](http://juanamartinezneal.com/wp-content/uploads/books/alma/Alma_activities_esp.pdf)
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