



BASIC INFORMATION	
Summary	In this literacy lesson, participants will be reading La Jefita by Jose Montoya to analyze the literary element: onomatopoeia and his choice of Spanish language words; translanguaging. As a culminating experience, participants will draft their very own poem imitating Jose Montoya's style.
Grade Level	3rd - 6th
Time Frame	30 minutes
Subject(s)	ELA- Literacy, VAPA
Topic(s)	Language, Poetry, and Onomatopoeia
MATERIALS	
Instructional Materials	<p><i>For facilitator:</i></p> <ul style="list-style-type: none"> ● Google Slides or Lesson plan <p><i>For participants:</i></p> <ul style="list-style-type: none"> ● La Jefita by Jose Montoya Handout ● pens, pencils, highlighters ● lined paper
STANDARDS, OUTCOMES AND OBJECTIVES	
Learning Standard(s)	<p>CCSS.ELA-LITERACY.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CCSS.ELA-LITERACY.W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.6.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.9.A: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>CCSS.ELA-LITERACY.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>



Lesson Objective(s)	<p>Students will demonstrate knowledge of onomatopoeia and its use in writing by producing poetry.</p> <p>Students will display age-appropriate communication skills by reading one poem aloud and commenting on their own creations.</p>
Students will be able to:	<ul style="list-style-type: none"> ● CONNECT: Make connections to themselves, to others, and the world. Analyze and write about their own artwork. ● RESPOND: Compare expressive qualities and features of student artwork. Respond appropriately to others' artwork. Evaluate personal and others' artwork. ● CREATE: Read and observe a specific poem, generate ideas, plan a design, and use a variety of strategies. Use poetry elements to write their own poem. Elaborate work with details and refine their work during the process. ● PRESENT: Share and discuss personal art with others. Use art/poetry vocabulary and concepts to discuss art work.
Academic Vocabulary	<p>Translanguaging: The process of using more than one language within a classroom lesson or it can be used to describe the way bilinguals use their linguistic resources to make sense of and interact with the world around them.</p> <p>Onomatopoeia: (noun) the naming of a thing or action by a vocal imitation of the sound associated with it (such as buzz, hiss). The formation of a word from a sound associated with what is named (e.g. cuckoo, sizzle).</p>
Guiding Question(s)	<p><i>When I say Translanguaging, what do you think of?</i></p> <p><i>Can you give an example of translanguaging?</i></p> <p><i>Do you do it? How do you feel about it?</i></p> <p><i>What do you think the author's purpose is in using words in Spanish?</i></p>
LEARNING EXPERIENCES	
Procedure or Sequence of Activities	<p>I. INTRODUCTION</p> <p>Begin workshop by introducing yourself and making connections to the exhibit tour. Set intentions by establishing a mutual agreement of respect and general responsibility. e.g. raise your hand if you have a response or question, assist one another, and communicate in a polite manner by taking turns and actively listening. Create a brave space by welcoming opinions and thoughts about art connecting them to real life experiences. Read the objective and ask participants to activate their previous knowledge of onomatopoeia. <i>“Pop, whoosh, ding! Onomatopoeia is a writing technique that makes text come alive. You will read a poem with this technique and apply it to your own writing process as you draft your own poem.”</i></p> <p>II. READING & ANALYSIS</p> <p>Read the poem La Jefita by Jose Montoya and use pens, pencils, and highlighters to engage in the reading. Participants will circle or underline words in Spanish and highlight onomatopoeia.</p>



	<p>III. DISCUSSION Engage participants in discussion using the guiding questions. Set expectations and model if necessary. Be explicit and specific about the time frame allotted and set a visual timer. Ask students what writing techniques they noticed the author using to make his writing engaging. Guide students to focus on the use of sound words and the impact they have on the reader. The same with those in Spanish.</p> <p>IV. POETRY WRITING After synthesizing the discussion points, invite participants to write their own poems using the literary element onomatopoeia and incorporating other elements from Jose Montoya's poem like the use of translanguaging.</p> <p>V. REFLECTION If time permits, ask students to share their creations or what inspired them to write it.</p>			
<p>PLANNING CONSIDERATIONS</p>				
<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> ● Adaptation for students who need extra/guided support: Tap into the support of volunteers and chaperones by asking to support participants who need guidance. Provide sentence frames to begin brainstorming and develop a 2-3 line poem. ● Adaptation for older students (may finish early): Provide a handout or prompt for reflection. Pair up participants to peer review each other's poems. Ask wh- questions like: what or who inspired you to write the poem? Why did you choose to use _____ in Spanish? 			
	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">LA JEFITA - Jose Montoya</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>When I remember the campos Y las noches and the sounds Of those nights en carpas o Bagones I remember my jefita's Palote Click-clok; clik-clack-clok Y su tocesita.</p> <p>(I swear, she never slept!)</p> <p>Reluctant awakenings a la media Noche y la luz prendida.</p> <p>PRRRRRRRRINNNNGGGGG!</p> <p>A noisy chorro missing the Basin.</p> <p>¿Qué horas son, 'ama? Es tarde mi hijito. Cover up Your Little brothers. Y yo con pena but too sleepy,</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Go to bed Little mother!</p> <p>A maternal reply mingled with The hissing of the hot planchas Y los frijoles de la olla Boiling musically, dando segunda</p> <p>A los ruidos nocturnos and The snores of the old man</p> <p>Lulling sounds y los perros Ladrando – then the familiar Hallucinations just before sleep.</p> <p>And my jefita was no more</p> <p>But by then it was time to get up!</p> <p>My old man had chiflidito That irritated the world to Wakefulness.</p> <p>Wheeeeeeeet! Wheeeeeeeet!</p> </td> <td style="width: 33%; vertical-align: top;"> <p>¡Arriba, cabrones chavalos, Huevones!</p> <p>Y todavia la pinche Noche oscura</p> <p>Y la jefita slapping tortillas.</p> <p>¡Prieta! Help with the lonches! ¡Calientale agua a tu 'apa!</p> <p>(¡Me la rayo ese! My jefita never slept!)</p> <p>Y en el fil, pulling her cien Libras de algoda se sonreía Mi jefe y decia,</p> <p>That woman – she only complains In her sleep.</p> </td> </tr> </table> <p style="text-align: right;"> ○ Circle or underline words in Spanish Highlight words that are Onomatopoeia </p> </div>	<p>When I remember the campos Y las noches and the sounds Of those nights en carpas o Bagones I remember my jefita's Palote Click-clok; clik-clack-clok Y su tocesita.</p> <p>(I swear, she never slept!)</p> <p>Reluctant awakenings a la media Noche y la luz prendida.</p> <p>PRRRRRRRRINNNNGGGGG!</p> <p>A noisy chorro missing the Basin.</p> <p>¿Qué horas son, 'ama? Es tarde mi hijito. Cover up Your Little brothers. Y yo con pena but too sleepy,</p>	<p>Go to bed Little mother!</p> <p>A maternal reply mingled with The hissing of the hot planchas Y los frijoles de la olla Boiling musically, dando segunda</p> <p>A los ruidos nocturnos and The snores of the old man</p> <p>Lulling sounds y los perros Ladrando – then the familiar Hallucinations just before sleep.</p> <p>And my jefita was no more</p> <p>But by then it was time to get up!</p> <p>My old man had chiflidito That irritated the world to Wakefulness.</p> <p>Wheeeeeeeet! Wheeeeeeeet!</p>	<p>¡Arriba, cabrones chavalos, Huevones!</p> <p>Y todavia la pinche Noche oscura</p> <p>Y la jefita slapping tortillas.</p> <p>¡Prieta! Help with the lonches! ¡Calientale agua a tu 'apa!</p> <p>(¡Me la rayo ese! My jefita never slept!)</p> <p>Y en el fil, pulling her cien Libras de algoda se sonreía Mi jefe y decia,</p> <p>That woman – she only complains In her sleep.</p>
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