Title/Author: *Juan Verdades the Man Who Couldn’t Tell a Lie* by Joe Hayes

Suggested Time to Spend: 4 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.3, RL.2.4, RL.2.7; W.2.2, W.2.3, W.2.8, SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

**Big Idea**

When you are honest with people, they trust you and you are often rewarded.

 **Synopsis**

A wealthy rancher is proud of his foreman and says he cannot tell a lie. Another rancher makes a bet with him that he can get his foreman to lie. The two ranchers make a bet, that if his foreman lies, the rancher gets the other’s ranch in return. Juan Verdades gets tested by the rancher and his daughter. As they are testing him, the rancher’s daughter and Juan begin to fall in love. In the end, Juan proves to be honest, but the ranch stays in the family and his daughter is happy.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING**:Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:****Reread pages 2-3**(display on a document camera or projector if possible)**Questions:**A ranch is a place where people raise cattle or cows. What might a “wealthy ranchero” be? A great-grandfather is your grandfather’s father. The rancher named don Ignacio was “extremely proud” of “el manzano real – the royal apple tree.” Why was he so proud of the tree?In this section the author says, “each year they all hoped don Ignacio would give them a small basket of its sweet fruit.”Now, turn and talk to a classmate:Why did every rancher want a small basket of fruit?”**p. 3** – what might the word “tend” mean?Who takes care of don Ignacio’s tree?Don Ignacio disagreed with his friend don Arturo. How can we tell that they were disagreeing and what were they disagreeing about? Why did everyone call the young man Juan Verdades instead of his real name Juan Valdez? Why do you think don Arturo didn’t believe don Ignacio?**P. 4 –** What does it mean to “bet” or “make a bet?”Why did the two men shake hands?Why were both men willing to “bet their ranch?”Think about what the two men really mean when one says “certain” and one says “sure.” Last paragraph of p. 4 and illustration on p, 5Think about how both men felt as they rode away towards their ranches. What clues in the words and illustrations can help you figure this out?Why did don Arturo “no longer feel sure of himself?” | Possible student response: A wealthy ranchero is a person who owns a ranch. Possible responses include: “It had been planted by his great-grandfather.”“There was something about the soil it grew in.”Possible responses:It was sweeter and more flavorful than any other tree in the country round about. Tend means take care of. His “employee” or “foreman” takes care of his tree.Don Ignacio “wagged a finger at his friend.”Don Ignacio said, “Mi capataz has never failed me in any way,” he insisted. “He has never told me a lie.” “because he is so truthful”“He has never told me a lie.”“There was never an employee who didn’t lie to his boss.”When two people agree to give the other person something if they don’t win a contestTo end the argument and seal the deal.On page 3 don Ignacio said, “Mi capataz has never failed me in any way. He has never told me a lie. ““Certain, absolutely certain. The young man doesn’t know how to tell a lie.” Don Arturo says, “there was never an employee who didn’t lie to his boss. I’m sure I can make him tell you a lie.”Possible student responses:Don Ignacio “rode away confidently.”Don Arturo “rode away confidently” but as he “rode along thinking of what he had just done, he no longer felt so sure of himself.”“He thought he had made a terrible mistake.”The illustration shows his head and shoulders slumped forward. Possible student response:Students should make some inferences.Juan Verdades is known to be very honest, and has never told a lie. Don Arturo is beginning to think that he may lose his ranch due to the bet that he made with don Ignacio. |
| **THIRD READING:**Reread book pages 1-14 ending with Juan and don Ignacio exchanging words they said every evening. **Reread p. 7**What does it mean to “make up an excuse?” Is it ever okay to “make up an excuse?” What did Araceli mean when she said, “we’ll surely discover a way to come out the winners”?  | Facilitate a discussion around these questions. Make sure students realize that Don Ignacio’s home was NOT really being mended and “white-washed” and that it would be more convenient for them to “be away.”Araceli meant that together, she and her father would find a way to keep their ranch by winning the bet.  |
| **ACTIVITY** – Act out character responses/ graphic organizerWorking with partner, student should paraphrase what might have been said between Araceli and Juan each day expressing Juan’s growing affection for her until eventually he gives in.Pose the Question:* How did Araceli get what she wanted?
* What does Araceli say?
* What does Juan Say?

Record the responses on the class chart. | See graphic organizer for sample responsesDialogue to be added to ongoing chart. |
| **How does Araceli get what she wanted?** | **What does Juan say and do?** |
| p. She smiled at him. | He greeted her politely, “Buenos dias, Senorita.” |
| **p. 10**What does it mean to “expect” something? What did Araceli and her father “expect” to happen as part of their plan and what was not expected to happen in their plan? | Araceli and her father planned for Juan to fall in love with her; it was expected. They DID NOT plan for her to fall in love with Juan; that was NOT expected.   |
| Working with partner, student will add to the chart paraphrasing what might have been said between Araceli and Juan each day expressing Juan’s growing affection for her until eventually he gives in.Add to the chart using the established routine. | See graphic organizer for sample responsesDialogue to be added to ongoing chart. |
| **How does Araceli get what she wanted?** | **What does Juan say and do?** |
| p. 10 Araceli continued to work on the plan she and her father had made – but she now had a plan of her own.  | p. 11 Juan said to Araceli, “You’re very kind to have fresh coffee and warm food ready for me every morning and to honor me with the pleasure of your company. Ask me for whatever you want from this ranch. I’ll speak to don Ignacio and see that’s it’s given to you.”  |
| **p. 11**Why does Araceli ask for “all the apples from the manzano real?” Why would Juan have to take them without permission?  | He knew he wouldn't be able to give them all to only one person.It mentions earlier in the text p. 2, that ranchers far and wide hoped don Ignacio would give them a small basket of the sweet from the manzano real. On p. 12, Juan says, “don Ignacio treasures the fruit of the tree. He might agree to give you a basket of apples, but no more.” |
| Working with a partner, students add to the chart paraphrasing what might have been said between Araceli and Juan each day expressing Juan’s growing affection for her until eventually he gives in.Add to the chart following the established procedure. | See graphic organizer for sample responsesDialogue to be added to ongoing chart. |
| **How does Araceli get what she wanted?** | **What does Juan say and do?** |
| p. 11 Araceli says, “There’s only one thing on the ranch I want . I’ll like to have all the apples from el manzano real.” | p. 11 Juan said, “I can never give you that. You know how don Ignacio treasures the fruit of that tree. He might agree to give you a basket of apples, but no more. I’d have to take the fruit without permission and what would I say to don Ignacio? I can give you anything from the ranch but not what you’re asking for. “ |
| **FOURTH Read:** This is a good time to go back and reread text from beginning stopping at p. 15 if time allows. Students can reference the introduction when don Arturo expresses his complete confidence and trust in Juan’s character.  |  |
| **Reread p. 15** Working with partner, student will add to the chart paraphrasing what might have been said between Araceli and Juan each day expressing Juan’s growing affection for her until eventually he gives in.Add to chart following the established routine.\*\*Students can act out and paraphrase the repeated conversation from the completed chart of Araceli and Juan repeated conversation. | See graphic organizer for sample responsesDialogue to be added to ongoing chart. |
| **How does Araceli get what she wanted?** | **What does Juan say and do?** |
|  | p. 15 Juan said, “I truly would like to repay you for the kindness you’ve shown me. There must be something on the ranch you would like. Tell me what it is. I’ll se that it is given to you.” |
| p. 15 Araceli said, “There is only one thing on the ranch I want: the apples from the manzano real.” | After repeated conversations Juan said he would go pick the apples right then and bring them to the girl. He picked every single apple and delivered the fruit to her.  |
| **P. 15**Why did Juan “give in?” | She thanked him very warmly.  | His spirits rose for a moment. As he mounted his horse to leave, they sank once again. |
| Possible Response: Juan wanted to make Araceli happy. He loves her very much.  Every day the only thing she asked for: “There’s only one thing on this ranch I want: the apples from el manzano real.”  |
| **Reread p. 17****Activity** – have students act out scene with Juan talking to a tree pretending it was don Ignacio. After acting out scene, ask the following question, “Why couldn’t Juan tell a lie?”Why was he sad?  | Juan could not tell a lie because it was wrong, and he was a good man.  Juan would feel guilty if he told a lie.Juan was sad because he had to admit he stole all the apples. |
| **Activity p. 21-23**On page 21 Juan’s confession is in the form of a confusing riddle that’s hard to follow.Provide a handout with dialogue between Juan and don Ignacio from p. 14 that shows nightly predictable conversation compared to conversation between them on p. 21 that demonstrates a change and breaks the familiar pattern. Every night when don Ignacio asks, “And the fruit of *el manzano real?*,” what does Juan *usually* say?When don Ignacio asks the same question the last night, what is Juan’s response? Why did Juan respond differently?Once students discover the change in response from Juan then students should also realize that Juan is calling himself the fool.Why would Juan respond in a way that makes himself look like the “fool?” | When don Ignacio asks, “And the fruit of *el manzano real?*” Juan usually says, “The fruit is fat and ripening well.” However this time Juan says, “Oh patron, something terrible happened today. Some fool picked your apples and gave them away.”Students should infer that Juan is calling himself a fool. The text says, “Some fool picked your apples and gave them away.”Juan was very ashamed of what he had done and dreaded telling don Ignacio of his actions. Maybe he thought by telling him in the form of a riddle that it would not seem as bad. Possibly the riddle would make don Ignacio think Juan was very clever and he would be less upset with him. |
| **After reading p. 24**What does Juan mean when he says a “fool” picked the apples?  “Did Juan deserve to receive don Arturo’s ranch after don Arturo lost the bet?” How did Juan prove that he truly deserves to be the owner of his own ranch? | He is calling himself a fool for going against his employer and picking all of the apples off of *el manzano real** Yes, because he was honest and told don Ignacio that he took the apples off of *el manzano real*
* No, because he took don Ignacio prize possession when he took all of the apples off of *el manzano real*

Juan proved he deserved to be the owner of his own ranch, because even though he took the apples off of *el manzano real* he was honest with don Ignacio, and told him that he was the one who took the apples. He stayed honest even when he could have been fired. |

Sample chart:

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| **How does Araceli get what she wanted?** | **What does Juan say and do?** |
| p. She smiled at him.  | He greeted her politely, “Buenos dias, Senorita.” |
| p. 10 She rose before dawn the next day and went to the kitchen to prepare coffee and fresh tortillas for the foreman. She smiled sweetly.  | He returned her smile and thanked her very kindly.  |
| p. 10 Araceli continued to work on the plan she and her father had made – but she now had a plan of her own.  | p. 11 Juan said to Araceli, “You’re very kind to have fresh coffee and warm food ready for me every morning and to honor me with the pleasure of your company. Ask me for whatever you want from this ranch. I’ll speak to don Ignacio and see that’s it’s given to you.”  |
| p. 11 Araceli says, “There’s only one thing on the ranch I want. I’ll like to have all the apples from el manzano real.” | p. 11 Juan said, “I can never give you that. You know how don Ignacio treasures the fruit of that tree. He might agree to give you a basket of apples, but no more. I’d have to take the fruit without permission and what would I say to don Ignacio? I can give you anything from the ranch but not what you’re asking for.“ |
|  | p. 15 Juan said, “I truly would like to repay you for the kindness you’ve shown me. There must be something on the ranch you would like. Tell me what it is. I’ll se that it is given to you.” |
| p. 15 Araceli said, “There is only one thing on the ranch I want: the apples from the manzano real.” | After repeated conversations Juan said he would go pick the apples right then and bring them to the girl. He picked every single apple and delivered the fruit to her.  |
| She thanked him very warmly.  | His spirits rose for a moment. As he mounted his horse to leave, they sank once again.  |

FINAL DAY WITH THE BOOK - Culminating Task

How would the story be different if Juan had chosen to lie instead of telling the truth?

Teacher should model using a cause/effect graphic organizer or by drawing boxes on a whiteboard with multiple boxes for possible effects.

Ex. These are some POSSIBLE effects that class or students could come up with.

CAUSE EFFECTS

Juan COULD NOT be given the ranch

Juan COULD NOT marry Araceli.

Don Ignacio would lose his ranch.

Juan would get fired from don Ignacio.

Juan tells Don Ignacio a lie about picking the apples.

Juan COULD get a job with don Arturo (if he trusts him.)

After brainstorming with students POSSIBLE effects from Juan’s lie, have students choose an effect from which they should write a new ending to the story explaining how the sequence of events would change from that point on. Students could also illustrate the new ending.

Possible Student Response:

Juan told don Ignacio a lie. He did not admit to picking the apples from el manzano real. Araceli showed her dad the apples and told him that Juan was the one who picked them and gave them to her. This proved Juan was telling a lie. Don Arturo told don Ignacio the truth and don Ignacio was forced to give his ranch to don Arturo. Don Ignacio’s family and employees had to find somewhere else to live. This was very hard because no one had anywhere to go and knew Juan’s lie was the reason they were all poor, homeless and hungry. So, don Arturo allowed the workers to stay and work for him and even offered don Ignacio a job so and his family now workers like everyone else. Don Ignacio was no longer a “don” or landowner.

Another effect of Juan telling a lie meant that he could never inherit any land from don Ignacio so he could not marry Araceli. The only way he could marry her is if they ran off together or if don Arturo gave him don Ignacio’s ranch for some reason. Possibly Juan could save his money and buy a small ranch but that would take years and they would be too old and she would marry someone else by that time. The end.

Vocabulary

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| --- | --- |
| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students )  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 2 - wealthy – richPage 2 - ranchero – rancherPage 2 – *el manzano real* – the apple treePage 2 - great grandfather – your fathers, fathers, fatherPage3 – wagged a finger – shaking a finger back and forth in disagreeancePage 3 - magnificent – impressivePage 3 - employee – someone who works for someone elsePage 5 – good-naturedly – easy to get along withPage 5 - witness – see something happenPage 7 – white-wash – cleanPage 10 – distressed - upsetPage 21 - anxiously – worriedPage 23 - vigorously – to do with forcePage 23– shocked – surprisedPage 25 – gritted teeth – clenching teeth togetherPage 25 – drooping – slumped overPage 25 - beckoned – to call or get someonePage 25 - fetch – to go get | Page 2 - flourish – succeedPage 2 - foreman – person in charge of a groupPage3 - tend – take care ofPage 3 - faith – believePage 3 – failed me – let me downPage 5 - declared – to make knownPage 5 – I’ll bet you – to make a wagerPage 5 - confidently – positive, sure of yourselfPage 5 - freedom – freePage 5 – not sure of himself – questioning himselfPage7 - mending – put into good shapePage 7 – rose at dawn – getting up early in the morning, when the sun comes upPage10 – please her – to make someone happyPage 10 - honor – showing respect, Page 19 – request he couldn’t deny – can’t say noPage 23 - foolish –Lacking in good sense Page 23 - deserves –worthy of |

Extension learning activities for this book and other useful resources

* You can visit the [National Cowboy and Western Heritage Museum](https://nationalcowboymuseum.org/) website for more information about the West.
* Research a folktale from another culture that teaches trustworthiness and compare it to the story of Juan Verdades.

Additional activity to integrate the Big Idea:

* Make a book: Write about a time you did something you should not have done. Draw and write each major event on one sheet of paper. On the main event page when you made the bad decision, split the page in half. On the top half, write the event with the bad choice followed by half sheets of paper following that sequence of events. On the bottom half, write the same event but made with a good choice followed by half sheets of paper following that decision and sequence of events. The last page could be the Big Idea page or the MORAL of the story. Students may benefit from a cause and effect graphic organizer like the one used in the Culminating Task to plan their stories. *Note: This is particularly supportive of English Language Learners.*

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

How would you demonstrate trustworthiness?

Use for teaching summary and sequencing events

You can focus on the dialogue of the different characters, and the patterns in their conversations and the cause and effect relationship that drives the plot.

Dialogue is dotted with Spanish.

Understanding a riddle - Juan first answer was that some fool picked the apples and gave them away. Juan second answer what that he himself gave them away (fools father is my father’s father’s son.) Juan third answers is that if he had a child it would call his father grandfather.

Students will need to have an understanding of life in the old southwest. Some prior knowledge of the settlement of the United States in early history would help understand the story. Build knowledge on the settlement of ranchers.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

**What will challenge my students most in this text? What supports can I provide?**

Juan Verdades is unable to tell a lie even after making a bad decision. He practices confessing what he has done to his boss, Don Arturo, to see if he could tell a lie but the words never came. Ultimately, Juan admits to don Arturo that a “fool” picked the apples and confesses to being the “fool” by way of a riddle. Students may find this “riddle” confusing, as is a bit complex. By drawing or completing a simple family tree organizer with labels of family members’ titles including father, grandfather, son, etc. students can follow the riddle in the text.

Students may also find it challenging to consider why the author chose to call Juan Verdades “The Man Who Couldn’t Lie.” The question becomes whether or not he “could” lie but always chose not to, or whether he couldn’t lie because his values always prevented him from ever making the choice to lie. The answer to the questions is not what is important; it is important to engage students in conversation where they consider their own values as well as the points of views of others when contemplating absolutes such as always and never.

**How will this text help my students build knowledge about the world?**

By actively listening to and engaging in discussions around topics in the folktale Juan Verdades, students will have a richer understanding of Mexican culture. Traditional values including honesty, integrity, character and virtues common to every culture are themes that will be explored.

Students will also increase their knowledge of a cast system based on wealth: this become a barrier as Juan Verdades falls in love with the daughter of a wealthy rancher but is unable to marry her due to his status. However, as nature would have it, it seems all people around the world love for an underdog to succeed, the truth prevail, loves conquer all and good beats evil. So, Juan Verdades demonstrates that although people always make mistakes it is still possible to maintain integrity and respect by remaining honest.

1. **Grade level**

What grade does this book best belong in? 2nd as a read-aloud

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