



Lesson Plan and Activities

Written in accordance with the
Language Arts, Social Studies,
and Science Standards

Winnie: La verdadera historia del oso más querido del mundo

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COMPLEXITY

F&P Guided Reading Level N / Lexile Level 650L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Literary Nonfiction

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about key details in a text.
- Demonstrate understanding of the central message of the text.
- Describe characters, settings, and important events in a story, using key details.
- Compare and contrast characters, places, and events.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in texts.
- Read with sufficient accuracy and fluency to support comprehension.
- Identify the distinguishing features of a sentence.
- Locate cities and countries on a map.
- Write an informative text.



Together we foster lifelong readers

MATERIALS

- paper, pencils, crayons
- file folders, squares of brightly colored paper (approximately 2" x 2"), glue
- stuffed teddy bear
- chart paper, markers
- world map or globe
- removable labels
- *Diagrama de Venn* (Graphic Organizer #6)
- *Generalizar* (Graphic Organizer #12)
- *Tabla S, Q, F* (Graphic Organizer #35)

SUMMARY

In 1914, while on his way to fight in World War I, Harry Colebourn, a veterinarian, rescued a baby bear that he named Winnie, after his hometown of Winnipeg. Narrated by Harry Colebourn's real-life great-granddaughter, this is the true story of the bear who inspired the famous Winnie the Pooh.

STANDARDS

SLAR CCSS RI 1.1, RI 1.2, RI 1.3, RI 1.4, RI 1.6, RI 1.10, RF 1.1a, RF 1.3e, RF 1.4a–c, W 1.2, W 1.7, SL 1.1, SL 1.1a–c, SL 1.2, SL 1.3, L 1.1e, L 1.2b, d, e

SLAR TEKS 1.3.E, 1.4.A–C, 1.5, 1.6.A, 1.6.C, 1.13, 1.14.A–D, 1.17.A–E, 1.19.A, 1.19.C, 1.20.A, 1.21.A–C, 1.22.A–C, 1.22.F, 1.24.A, 1.24.C, 1.25, 1.27.A, 1.28, 1.29

NCSS II. Time, Continuity and Change; III. People, Places and Environments; IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

adecuado(a) – *que sirve o es bueno para algo / adequate*

anochecido (anohecer) – *oscurecerse, hacerse de noche / to get dark*

atardecer – *el final de la tarde, cuando empieza a ocultarse el sol / dusk*

emprendiendo (emprender) – *empezar una actividad difícil o que requiere mucho esfuerzo / to undertake*

excepcional – *muy bueno; excelente / exceptional*

explicar – *hablar de algo con claridad para que otros puedan entenderlo bien / to explain*

inmensa(o) – *muy grande o muy fuerte / immense*

reflexionó (reflexionar) – *pensar con cuidado sobre algo / to reflect on*

se amontonaron (amontonarse) – *juntarse muchas personas de forma apretada / to pile up*

Advanced Vocabulary

andén – *acera junto a las vías del tren donde se para la gente / platform*

carámbanos – *trozos de hielo largos y puntiagudos que se forman al congelarse el agua que va cayendo o goteando / icicles*

crían (criar) – *alimentar las madres a sus hijos; cuidar los animales / to raise*

olisquear – *oler una cosa / to sniff*

osezno – *cría del oso / bear cub*

regimiento – *unidad del ejército que está bajo el mando de un coronel / regiment*

tatarabuelo(a) – *el abuelo de nuestros abuelos / great-great grandfather*

vegetariano(a) – *persona que solo come vegetales, como verduras, frutas y legumbres / vegetarian*

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Write the vocabulary words on separate cards, creating one set for every three students. Show the cards and have students read aloud the words with you. Form groups of three students and give each group a set of vocabulary cards. Have them sort the words by categories, such as words for nighttime, animal-related, and personality traits.
- Using the word cards from the previous activity, have students alphabetize the words by first letter.
- Divide students into pairs. Assign each pair a vocabulary word to define in their own words. Have students classify their word as either a noun or a verb, create a picture to represent it, and share both their definitions and illustrations with the class. Later post them on the class Word Wall.
- **Word Wall** Precut brightly colored printer paper into 2" squares. (You may wish to color-code words for this activity by part of speech.) Distribute a file folder and five paper squares to each student. Have them select five vocabulary words to include in their personal Word Wall, write them on the paper squares, and glue the top ¼" of each square in alphabetical order to the inside of the file folder. Students will illustrate one or two vocabulary words on the file folder under the tab every day until their personal Word Wall is completed. ✓
- **Memory Game** Write ten vocabulary words and their definitions on separate index cards, and number them on the reverse side. Using a pocket chart or tabletop, create a memory game. Form two teams and have students take turns calling two numbers. A side wins a point if they match the word with its definition. Play continues until all words and definitions are matched. The team with the greatest number of points wins.

READING

READING FOUNDATIONAL SKILLS

- ▶ Select a section of the text that contains dialogue and write it on the board. Point out to students that in Spanish, the use of the long dash in a text indicates that someone is speaking. Then divide the class in half so that one group reads Mother's lines and the other half reads Cole's. Remind students that good readers pay attention to punctuation to make their reading sound natural.
- ▶ Write the word *vegetariano* on the board and have students assist you in dividing the word into syllables. Ask students to count the number of syllables and sound them out. Repeat with other vocabulary words such as *carámbanos*, *tatarabuelo*, and *emprendiendo*.

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the title and the author. Have them make predictions of what the story may be about, providing evidence from the illustrations to support their predictions. Record their predictions on the board and save them for Post-Reading activities.
- ▶ Show students a stuffed bear, preferably Winnie-the-Pooh. Ask them what they know about the bear. Tell them that they are going to learn about the real Winnie and the people who made him famous over a hundred years ago.
- ▶ Explain to students that they are going to learn a lot about bears as they read the story. Brainstorm with students what they already know about bears, then ask them what questions they might have. Write their responses on the chart. Distribute *Tabla S, Q, F* (Graphic Organizer #35) to each group of four students. Have students record their responses and add to the chart as they read the text.

READING

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Read the story aloud to students. Be sure to demonstrate proper fluency and inflection for students to mimic. Then have them read pages together as a class in a choral reading fashion.
- ▶ Read pages 7–12. Have students look at the illustrations and answer the following questions. Ask: *¿Quiénes son los personajes? ¿Quién narra la historia?* (Who are the characters? Who narrates the story?) *¿Por qué tiene Harry que dejar su ciudad? ¿Cómo sabemos que el viaje en tren era muy largo?* (Why does Harry have to leave his hometown? How do we know that the train ride was very long?) Remind students to remember vocabulary words and to look closely at the images.
- ▶ Read pages 13–17. Ask students to identify Harry's problem (whether or not to buy the bear cub). Ask: *¿Por qué creen que Harry lo pensó mucho antes de comprarle el oseño al cazador?* (Why do you think that Harry had to think so hard before he bought the bear cub from the hunter?)
- ▶ Read pages 22–27. Ask: *¿Cómo fue la vida para Harry y Winnie en los campamentos? ¿Cómo lo sabes?* (What was life like in the camp for Harry and Winnie? How do you know?)
- ▶ Read pages 32–37. Ask: *¿Por qué piensas que Harry decidió que Winnie y él tenían que separarse? ¿Adónde llevó a Winnie? ¿Fue una buena idea? ¿Por qué?* (Why do you think Harry decided that Winnie and he had to part? Where did Harry take Winnie? Was it a good idea? Why?)
- ▶ Read pages 42–45. Ask: *¿Qué pensó el niño sobre Winnie? ¿En qué se parece a lo que pensaban Harry y el regimiento sobre Winnie?* (What did the boy think about Winnie? How was it similar to what Harry and the regiment thought about Winnie?)



- Read the rest of the story. Ask: *¿Cuáles son las tres historias que se cuentan en el libro?* (What are the three different stories told in the book?) *¿Por qué la mamá le puso a su hijo el nombre Cole?* (Why did the mother name her son Cole?)

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as tutors.
- Ask these or similar questions: *¿Qué vio Harry en el andén?* *¿Qué hizo después?* (What did Harry see on the platform? What did he do after that?) *¿Qué hacía Winnie en su regimiento?* (What did Winnie do in her regiment?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué dijo el Coronel que Winnie era excepcional?* (Why did the Colonel say that Winnie was exceptional?) *¿Por qué decidió Harry dejar a Winnie en el zoológico?* (Why did Harry decide to leave Winnie at the zoo?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Cómo cambiaron las emociones de Harry acerca de dejar a Winnie en el zoológico?* *¿Cómo lo sabes?* (How did Harry's feelings change about leaving Winnie at the Zoo? How do you know?)

POST-READING

- Review the *Tabla S-Q-F* students completed in the Pre-Reading activities and have students add facts about bears that they found in the story. Record any unanswered questions on the board for future work. ✓
- Have students offer their opinions about the story, including whether they liked it, what part was their favorite and why, and if they would recommend the book to others and why.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Show students a globe or map of the world, pointing out Winnipeg (Canada), England, and France, explaining that these places were part of Harry's story. Then have students identify places they've visited and help them locate them on the map, marking them with removable labels.
- Using *Diagrama de Venn* (Graphic Organizer #6), work with the students to compare and contrast Winnie's life with the life of bears in the wild. ✓

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Review the questions students still have about bears. Ask each group to select one question about bears that they want to answer. Read several grade-level appropriate books about bears to the class, pausing to help students recognize answers to their questions. Students should use *Generalizar* (Graphic Organizer #12) to record the answers from each read-aloud before writing their draft. Model how to make a generalization using the examples from multiple texts and help them complete this section of the graphic organizer. Then distribute writing paper to students and have them write two or three sentences making one generalization they can draw from the graphic organizer. Remind students to pay attention to capitalization and punctuation. Have students work together to peer edit their writing, then recopy and present their stories with illustrations. Help students complete this activity by having them write words, phrases, or complete sentences on their own, as per their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.

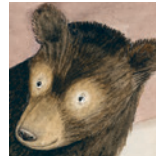


Nombre _____

Vocabulario

A Une.

1. se amontonaron a.
2. andén b.
3. inmensa c.
4. reflexionó d.



B Completa las oraciones.

carámbanos criar vegetariano atardecer

1. El vegetariano no quería comer carne y pidió un plato de zanahorias.
2. Cuando la nieve se derritió y enfrió de nuevo, había varios carámbanos colgando del techo.
3. Me gusta el cielo al atardecer.
4. Criar a un animal salvaje es un trabajo difícil.



Nombre _____

Comprensión lectora

A Escoge la palabra o frase que completa la oración.

1. Harry vio a un _____ en el andén.

cazador

perro

soldado

2. Cuando el coronel se enojó con Harry por llevar un oso, Winnie _____.

levantó sus patas

se escondió

lo mordió

3. ¿Quién fue el tatarabuelo de Cole?

A.A. Milne

Harry

Christopher Robin

4. Winnie se hizo famoso por _____.

ser una mascota

vivir en el
zoológico

los cuentos que
escribió A.A. Milne

B ¿Cuál de los personajes de la historia te gustó más? Haz un dibujo de ese personaje y escribe una oración que explique por qué.

Answers will vary.



Nombre _____

Vocabulario

A Une.

1. se amontonaron

a.



2. andén

b.



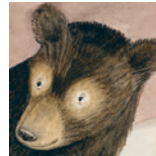
3. inmensa

c.



4. reflexionó

d.



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1. El _____ no quería comer carne y pidió un plato de zanahorias.
2. Cuando la nieve se derritió y enfrió de nuevo, había varios _____ colgando del techo.
3. Me gusta el cielo al _____.
4. _____ a un animal salvaje es un trabajo difícil.



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