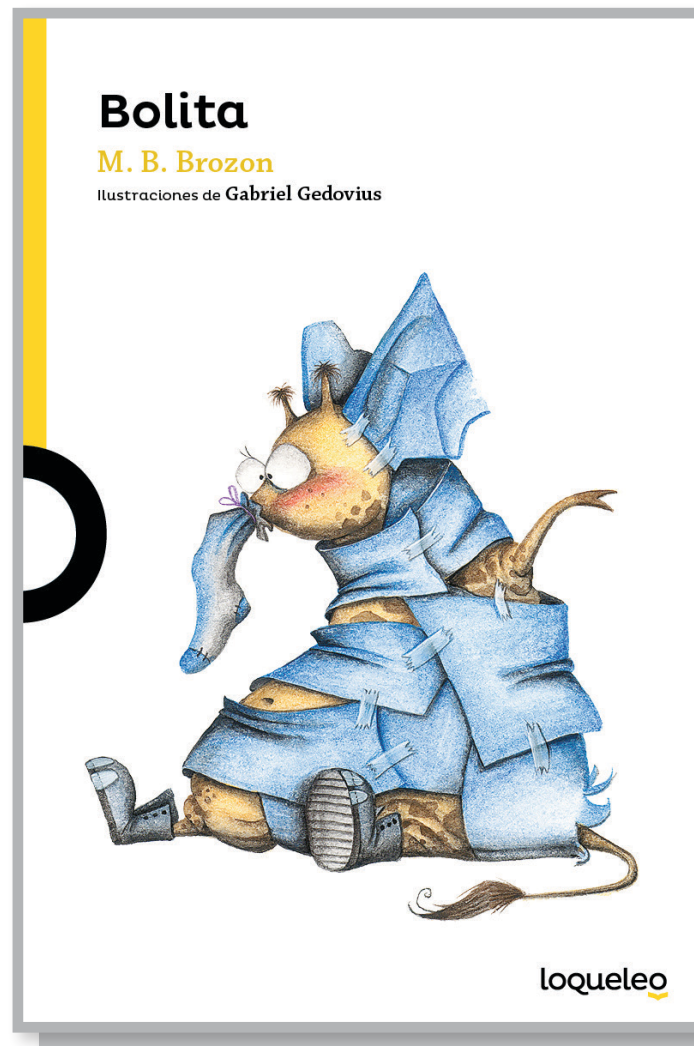


LESSON PLAN AND ACTIVITIES

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

Author: **M.B. BROZON**

Illustrator: **GABRIEL GEDOVIOUS**



Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level J / Lexile Level 910L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Narrative / Fantasy

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Ask and answer questions about key details in a text.
- Ask and answer questions about the main idea in a text.
- Identify the author's message.
- Describe the connection between two or more events or pieces of information in a text.
- Read with sufficient accuracy and fluency to support comprehension.
- Identify compound words.
- Compare two versions of a folk tale.
- Write a summary.

MATERIALS

- writing paper, pencils, crayons
- index cards or sentence strips
- chart paper, markers
- *Diagrama de Venn, Problema y solución, Mensaje del autor, Tabla de dos columnas* (Graphic Organizers #6, #20, #23, #30)*

SUMMARY

A new baby is born at the zoo—but what is it? No one in the world has seen anything like it; it looks like a soccer ball—or could it be a basketball because it's yellow? No! It's a pudgy giraffe, who Poncho, the son of the zookeeper, names Bolita. Poncho tries to help Bolita fit in, and in the end, we learn that it's best to be yourself. This is a story that discusses the value of mutual respect despite physical appearances.

STANDARDS

SLAR CCSS RL 2.1, RL 2.2, RL 2.3, RL 2.5, RL 2.9, RL 2.10, RF 2.3d-f, RF 2.4a-c, W 2.2, W 2.5, W 2.7, SL 2.1a-c, SL 2.2a-c, SL 2.3, SL 2.6, L 2.1d, L 2.1d-e, L 2.2e, L 2.4a, b, d, e

SLAR TEKS 2.1.A, 2.2.A-J, 2.3.A-C, 2.4.A, 2.5.B-C, 2.6.A, 2.8.A-B, 2.12.A, 2.17.A-E, 2.19.C, 2.20.A, 2.21.A, 2.22.A-B, 2.22.D, 2.23.A, 2.23.D-H, 2.23.J, 2.25.A, 2.25.C, 2.27.A, 2.28.A, 2.29.A, 2.30.A

NGSS 2-LS4-1

NCSS IV. Individual Development and Identity; X. Civic Ideals and Practices

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

aclaró (aclarar) – *explicar* / to explain,
to clarify

correspondía (corresponder) – *tener
relación una cosa con otra* / to belong

elementos – *las personas o cosas que componen
un grupo* / elements

murmuraban (murmurar) – *hablar bajo y
sin pronunciar claramente* / to mutter

ocurrente – *gracioso, que tiene muchas
ocurrencias* / witty

señalándola (señalar) – *apuntar con el dedo
o de otra forma a alguien o algo* / to point

sobrepeso – *exceso de peso* / overweight

sobresalían (sobresalir) – *ser más alto o
salir más hacia afuera* / to overflow

turisteando (turistear) – *hacer un viaje a
lugares para conocerlos y pasar las vacaciones* /
to travel somewhere on vacation

Advanced Vocabulary

bochorno – *sentimiento de vergüenza* / shame,
embarrassment

debilitarla (debilitar) – *disminuir la fuerza
o el poder de una persona o cosa* / to weaken

decomisó (decomisar) – *quitar las
autoridades mercancías, como penalidad* /
to confiscate

desesperación – *el hecho de estar alguien muy
enfadado, disgustado o nervioso* / desperation

encantada(o) – *muy contenta* / delighted

enloquecida(o) – *que se volvió loca* / crazed

horrorizado(a) – *que ha tenido un miedo muy
grande* / horrified

presenciado (presenciar) – *ver algo en
persona* / to witness

vigilar – *observar, estar atento a lo que pasa en
un lugar* / to stand watch

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.
- Make sure students know all the vocabulary words needed to complete the activities (e.g., *clasificar, comparar, contrastar, palabra compuesta, emociones, problema, solución*) and instruction words, such as *une, completa, ordenar*.
- Display the vocabulary words and read them aloud, having students read them with you. Have them make a sound (i.e., clapping, finger snapping, or foot tapping) whenever they recite a syllable with an accent. Explain that accents are used to show stressed syllables and need to be included to pronounce and spell the word correctly.
- Display the words *sobrepeso* and *sobresalían*, explaining that sometimes we combine two words to make a new one and that these are called compound words. Have students generate other compound words, such as *parabrisas, sacapuntas, buscapalabras*, etc., recording them in a *Tabla de dos columnas* (Graphic Organizer #30).
- Display a list of the Advanced Vocabulary words. Read them aloud, having students read aloud with you. Explain that the book they will be reading describes many feelings. Have students identify those words that describe feelings and write a sentence describing a situation in which those feelings would be appropriate.
- Divide students into pairs. Assign each student a vocabulary word. Have them create an illustrated dictionary entry for the word, including a definition, illustration, and a sample sentence. Post them on the class Word Wall or a bulletin board.
- **Mystery Word** Write each of the vocabulary words out, then cut them up into letters. Give each group of students a set of letters from one word. Then challenge them to find the mystery word. The team with the most words or fastest time discovering the mystery word wins.

READING

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.
- ▶ Show students the illustration of Bolita on page 10. Ask them to identify the animal and describe it. Explain that the story is about a baby giraffe who doesn't look the way people expected, and have students brainstorm the problems that might cause. Tell them that they are going to read about the giraffe, Bolita, and Poncho, and how he tried to help her solve her problem.
- ▶ Distribute the *Problema y solución* (Graphic Organizer #23) to each student. Assign each pair of students a different character and tell them that they will be recording the various solutions that Poncho tried and the new problems each one created.

READING

- ▶ Explain the terms problem and solution (*problema y solución*) and cause and effect (*causa y efecto*), telling students that stories have a problem and that events in the story can resolve it. Sometimes, though, the solution causes other problems. Give students *Problema y solución* (Graphic Organizer #23) and tell them that they will use it to record the solutions that Poncho tried and the new problems each one caused.
- ▶ Read pages 6–7. Ask: *¿Qué pensaban que iba a tener la mamá jirafa? ¿Y qué tuvo?* (What did everyone think the mother giraffe was going to have? And what did she have?)
- ▶ Read pages 8–11. Ask: *¿Por qué creen que la gente gritaba que la mamá jirafa tuvo un balón de fútbol o de basquet?* (Why do you think that people shouted that the mother giraffe had a soccer ball or basketball?)
- ▶ Read pages 12–15. Ask: *¿Qué hace a Bolita lucir diferente?* (What makes Bolita stand out as different?) *¿Qué le pasó al oír lo que murmuraban de ella?* (What happened when she heard what people were saying about her?)
- ▶ Read pages 16–19. Ask: *¿Creen que el comportamiento de los niños al ver a Bolita fue correcto? ¿Por qué? ¿Qué harías si escucharas este tipo de abuso?* (Was the way the children behaved toward Bolita fair? Why? What would you do if you heard that kind of bullying behavior?)
- ▶ Read pages 20–25. Ask: *¿Cuál fue la primera solución que propuso Poncho? ¿Por qué crees que tuvo la pesadilla?* (What was the first solution that Poncho thought of? Why do you think he had a nightmare?)
- ▶ Read pages 30–37. Ask: *¿Qué sucedió con Bolita el día que la disfrazaron de elefante?* (What happened to Bolita on the day she was disguised as an elephant?) *¿Cómo reaccionaron los visitantes? ¿Qué piensas que eso le hizo sentir a Bolita?* (How did the visitors react? How do you think it made Bolita feel?)
- ▶ Read pages 41–44. Ask: *¿Cómo reaccionaron las demás jirafas al regreso de Bolita?* (How did the other giraffes react when Bolita returned to the group?) *¿Cómo se resolvió el problema de Bolita?* (How was Bolita's problem solved?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



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 mentors/tutors.
- Ask these or similar questions: *¿Cuál era el trabajo de Poncho?* (What was Poncho's job?) *¿Cuál era el problema de Bolita?* (What was Bolita's problem?)

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: *¿Les pareció que disfrazar a Bolita fue una buena idea? Por qué? ¿Qué evidencia hay en el texto para dar apoyo a tu respuesta?* (Was it a good idea to disguise Bolita? Why? What evidence is there in the text to support your answer?) *¿Qué hizo Poncho? ¿Tiene la culpa de lo que ocurrió con los visitantes del zoológico?* (What did Poncho do? Was what happened with the zoo visitors his fault?)

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: *¿Qué consejo le dió don Jaime a Poncho? ¿Tenía razón? ¿Por qué lo crees?* (What advice did don Jaime give Poncho? Was he right? Why do you think so?) *¿Cuál es la diferencia entre la reacción de Bolita a las murmuraciones cuando estaba con los elefantes y cuando regresó a las jirafas? ¿Qué crees que causó la diferencia?* (What was the difference between how Bolita responded to the insults when she was with the elephants and when she returned to the giraffes? What do you think caused the difference?)

POST-READING

- ▶ Explain to students that even though this story is a fantasy, its characters are facing situations real people encounter every day, and it helps us deal with important problems such as bullying. Have students generate ideas about the author's message in this story and ask them to complete *Mensaje del autor* (Graphic Organizer #20). ✓
- ▶ Review the *Problema y solución* (Graphic Organizer #23) students completed during the Reading activities. Have students use the graphic organizer to identify alternate solutions to Bolita's problem and write a brief paragraph explaining their idea. ✓



▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Remind students that in the text, Bolita was treated badly because she was overweight. Ask them how things changed for her when she returned to the giraffes. Guide them to conclude that the kindness of the giraffes in welcoming her allowed her to ignore the teasing from the children. Have students brainstorm a list of ways that they could make their classroom a more welcoming place for others.
- ▶ Review Poncho's activities in the text. Guide students to understand that, although he meant well, his actions didn't help Bolita feel better. Have students role play one of the events from the story and have them generate a kinder scenario to help Bolita solve her problem.
- ▶ Have students research Random Acts of Kindness for Kids (see Pay It Forward Foundation or a similar group that encourages kindness to others), what it is, how it started, and activities the organization has done in their community or in other cities. Have them use their research to plan a Random Acts of Kindness Week at their school. Have students create flyers advertising the event and post them around the school. After the event, have students write a summary of the acts of kindness they saw and what they learned. ✓

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Remind students that the story shows how Bolita changed from a strange-looking baby into a beautiful giraffe. Ask them if the story reminds them of another one they may know. Read a version of *El patito feo* aloud and ask students to identify similarities and differences between the two. Tell students that they are going to write a comparison of the two texts using the examples they've cited from the text. Distribute a *Diagrama de Venn* (Graphic Organizer #6) to help them organize their thoughts. Distribute writing paper to students and have them write a draft 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 texts with illustrations. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to 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 Clasifica las palabras según la parte de la oración.

aclarar	bochorno	elementos	ocurrente
sobrepeso	sobresalir	turista	vigilar
	encantada	horrorizada	

Sustantivo	Verbo	Adjetivo
bochorno	aclarar	ocurrente
elementos	sobresalir	encantada
turista	vigilar	horrorizada
sobrepeso		

B Completa las oraciones.

correspondía enloquecida horrorizados murmuraban

- Nos quedamos _____ **horrorizados** _____ por la película de los monstruos.
- Todos _____ **murmuraban** _____ al ver su mal comportamiento.
- Pusimos los juguetes en la caja en que _____ **correspondía** _____.
- Mi mamá estaba _____ **enloquecida** _____ por el desorden en la cocina.



Nombre _____

Comprensión lectora

A Completa las oraciones.

1. Poncho soñó que Bolita se _____ comía _____ a un turista japonés.
2. La gente murmuraba que Bolita parecía una pelota de futbol o de basquet .
3. Jaime León dijo que Bolita pertenecía a los suyos / las jirafas .
4. El problema de Bolita se resolvió porque creció / se estiró .

B Describe una de las ideas que se le ocurrieron a Poncho para ayudar a Bolita. Luego, dibuja la idea que te haya gustado más.

Answers will vary but must mention either putting her on a diet, disguising her as an

elephant, or returning her to the giraffes.

Drawings will vary, but should represent one of the three solutions in the answer choices above.



Nombre _____

Vocabulario

A Clasifica las palabras según la parte de la oración.

aclarar	bochorno	elementos	ocurrente
sobrepeso	sobresalir	turista	vigilar
	encantada	horrorizada	

Sustantivo	Verbo	Adjetivo

B Completa las oraciones.

correspondía enloquecida horrorizados murmuraban

1. Nos quedamos _____ por la película de los monstruos.
2. Todos _____ al ver su mal comportamiento.
3. Pusimos los juguetes en la caja en que _____.
4. Mi mamá estaba _____ por el desorden en la cocina.



Nombre _____

Comprensión lectora

A Completa las oraciones.

1. Poncho soñó que Bolita se _____ a un turista japonés.
2. La gente murmuraba que Bolita parecía una _____.
3. Jaime León dijo que Bolita pertenecía a _____.
4. El problema de Bolita se resolvió porque _____.

B Describe una de las ideas que se le ocurrieron a Poncho para ayudar a Bolita. Luego, dibuja la idea que te haya gustado más.
