

**LESSON PLAN AND ACTIVITIES**

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

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Author: **CLAIRE LLEWELLYN**

Illustrator: **SIMON MENDEZ**



**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level N / Lexile Level 720L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Informational Text: Science

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Infer and identify the topic of the book.
- ➔ Describe how text features aid comprehension.
- ➔ Define, identify, and write with verbs to clarify meaning.
- ➔ Identify gender of Spanish nouns.
- ➔ Use context clues, including illustrations and graphics, to clarify word meanings.
- ➔ Ask and answer questions about the text to deepen understanding.
- ➔ Write two compare and contrast paragraphs synthesizing information from two sources.
- ➔ Publish a class book comparing the life cycle of the mallard duck and the monarch butterfly.
- ➔ Create a class bulletin board about the migration of mallard ducks.

## MATERIALS

- ➔ flash cards, index cards
- ➔ 2" x 24" strips of tagboard (sentence strips work well)
- ➔ 12" x 18" cardstock or other stiff paper
- ➔ world map
- ➔ *Diagrama de Venn, Secuencia de sucesos, Tabla de tres columnas* (Graphic Organizers #6, #28, and #31)\*

## SUMMARY

This book traces the life cycle of the mallard duck from egg to adult. The female protects her eggs from land, water, and flying predators and then teaches her ducklings how to survive. As the mallard's life cycle is described, we learn about its habitat, adaptations, and migratory habits. The book has a unique format, with pages "growing" along with the ducklings, and features a Glossary/Index and graphics summarizing the life cycle of the mallard.

## STANDARDS

**SLAR CCSS** RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.7, RI 3.10, RF 3.3.d, RF 3.3.f, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8, SL 3.1, SL 3.2, SL 3.6, L 3.1.a, L 3.1.d–e, L 3.1.i, L 3.3, L 3.4.a, L 3.4.d, L 3.6  
**SLAR TEKS** 3.2.B, 3.3.A, 3.4.B, 3.13.A–D, 3.16.B, 3.17A, 3.17.C–E, 3.20.A, 3.22.A.i–ii, 3.22.A.iv, 3.23, 3.24, 3.26.B, 3.28, 3.30.A, 3.31  
**Science TEKS** 3.10.A–C  
**NGSS** 3-LS1.B, 3-LS4.B, 3-LS4-3

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**ahuyentar** – hacer huir a una persona o animal, o impedir que se acerque / to drive away

**ala** – parte del cuerpo de las aves que les sirve para volar / wing

**cautela** – cuidado con el que se hace algo para prevenir un peligro o para que los demás no se den cuenta / caution

**poner** – soltar o depositar los huevos las aves / to lay

**impulsarse** – empujarse para producir movimiento / to propel

**nido** – especie de lecho o refugio que construyen las aves para poner sus huevos y criar a los polluelos / nest

**patrullar** – recorrer un lugar para vigilarlo / to patrol

**turbio** – que no está transparente como sería lo normal, porque está sucio o mezclado con alguna cosa / murky

## Advanced Vocabulary

**adulto** – persona o animal que ha llegado a su total desarrollo / adult

**ave de rapiña** – ave carnívora, como el águila o el búho / bird of prey

**cascarón** – cáscara del huevo de cualquier ave / eggshell

**clara** – gelatina espesa y transparente que rodea a la yema del huevo, y que protege al embrión / egg white

**hembra** – animal del sexo femenino / female

**impermeable** – que no puede ser atravesado por agua / waterproof

**macho** – animal del sexo masculino / male

**pantano** – terreno cubierto de barro y agua con poca profundidad / marsh

**picotear** – picar o morder las aves una cosa muchas veces / to peck

**templado** – ni muy caliente ni muy frío / temperate

## 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, sketches, and/or pantomime to explain the meaning of a word. You may also tell a story to integrate some of the terms.
- ➔ Make sure students understand all the vocabulary needed to complete the activities (e.g., *género, organización, secuencia*) and instruction words, such as *completa, ordena, escribe*.
- ➔ Have students take turns explaining new vocabulary in their own words by having them say what the words mean. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book.
- ➔ Demonstrate the PICA vocabulary strategy (*Palabra, Información, Clave Artística*) on a three-column chart (Graphic Organizer #31), labeled as described. Assign each student three of the vocabulary words and have them create PICA cards for each one on index cards. Monitor and correct their work as necessary. Encourage them to use context clues and illustrations from the book.
- ➔ Remind students that we use verbs to express actions. Have them identify the five verbs on the vocabulary list (*ahuyentar, impulsarse, poner, picotear, patrullar*) and in the Glossary (*acicalarse, cortejar, chapotear, migrar*). Then, have students use the illustrations in the text to clarify their meaning or make their own drawings to demonstrate understanding of the vocabulary words. ✓
- ➔ Tell students that in Spanish, nouns are either masculine or feminine and the common rule is that nouns that end with an *a* are usually feminine in gender. Masculine nouns have the article *el* in singular form and the article *los* in plural. For example, *el pato/los patos, el nido/los nidos*. Feminine nouns have the article *la* in singular form and the article *las* in plural. For example, *la pata/las patas, la pluma/las plumas*. Next, write on the board *el ave, el ala, el agua*. Explain that these words are some of the exceptions to this rule in their singular form. Even though they are feminine nouns, *el* is used instead of *la* to avoid repetition of the *a* sound. Then, write the words *las aves, las alas, las aguas*, and explain that in their plural form the feminine article is used.
- ➔ Have students pair up to play *¿Quién soy?* by combining their PICA cards and placing one in a tagboard headband. Students ask each other Yes/No questions until they guess which word is in their headbands.

## READING

### PRE-READING

- ▶ Read the title and author's name. Give students a few moments to look at the illustrations. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es?* *¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Tell students they will read to learn about the life cycle of the mallard duck.
- ▶ Conduct a preview of the text, pointing out features such as the way the pages get larger and have section titles and illustrations on each tab, and the diagram that summarizes the life cycle of the mallard duck. Ask: *¿Cómo les pueden ayudar esos elementos del texto?* (How can these elements of the text help you?) Show the *Glosario e índice* (Glossary and Index) and then ask students what information they think they can find there. Elicit that the *Glosario* provides definitions for certain important words in a text, and the *Índice* provides a list of topics and the page numbers where to find them.

### READING

- ▶ Read the text aloud. Then have students read along with you. Explain that in an informational text, the author gives many facts to support the information. Elicit that the text and graphic features of this book will help them comprehend the information.
- ▶ Hold up the book and point to the pictures at the bottom of the pages of the different tabs. Ask: *¿Qué notan en estas páginas?* *¿Qué significan los dibujitos en la parte de abajo de la página?* (What do you notice about these pages? What do the little pictures at the bottom of the page mean?)
- ▶ Reread pages 6 and 7 with students. Then ask: *¿Cuáles son los depredadores de los huevos?* *¿Por qué creen que la hembra es del color de la tierra?* (Who are the eggs' predators? Why do you think the female is the same color of the soil?)
- ▶ Read pages 8 and 9. Ask: *¿Qué cambios sufre el embrión?* *¿Cómo logra salir el patito del huevo?* (What are the changes that the embryo undergoes? How does the duckling manage to come out of the egg?)
- ▶ Read pages 12 and 13. Ask: *¿Por qué los patitos aprenden primero a nadar antes que a volar?* (Why do the ducklings learn to swim first, before they learn to fly?) *¿Cuál es otro nombre para un ave de rapiña?* (What is another name for bird of prey?)
- ▶ Read pages 16 and 17. Ask: *¿Cómo comen los patos?* Describe lo que tienen en el pico para ayudarlos a comer. (How do ducks eat? Describe what they have in their beaks to help them eat).
- ▶ Reread pages 18 and 19 with students. Then ask: *¿Qué hace el pato para acicalarse?* (What does the duck do to groom itself?) *¿Conocen otros animales que se acicalan?* *¿Cómo lo hacen?* (Do you know of other animals that groom themselves? How do they do it?)
- ▶ Point out the drawings at the bottoms of pages 1–15 and the graphic on page 25. Say: *“Cuando unos eventos se repiten una y otra vez, los llamamos ciclos. ¿Pueden explicar las seis etapas en el ciclo de vida del ánade real?* (When events repeat themselves time after time, we call them cycles. Can you explain the six phases in the life cycle of the mallard duck?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then have the students repeat chorally after you.
- Allow students to answer with short phrases or incomplete sentences.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *Describe el nido de la pata.* (Describe the duck's nest.) *¿Para qué sirve la yema?* (What is the yolk for?) *¿Qué comen los patos?* (What do ducks eat?)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to stop and discuss what they have read with their partners.
- Ask these or similar questions: *Describe el proceso de desarrollo del embrión.* (Describe the development process of the embryo.) *¿Qué es el diente de huevo?* *¿Qué función tiene?* (What is the egg tooth? What function does it have?) *¿Qué pasa con el plumaje de los patitos?* (What happens to the ducklings' plumage?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to jot their reflections on sticky notes to make connections with the text.
- Ask these or similar questions: *¿Por qué crees que el plumaje de las hembras es diferente al del macho?* (Why do you think the female's plumage is different from the male's?) *Describe el proceso de desplumaje.* (Describe the molting process.) *¿Por qué crees que la época de reproducción termina al comenzar el invierno?* (Why do you think the breeding season ends when winter begins?)

## POST-READING

- ▶ To reinforce the concept of sequence of events and to check comprehension, have students work in pairs to complete the sequence of events chart (Graphic Organizer #28) outlining the life cycle of the mallard duck. ✓
- ▶ Have students think of one question they would use to quiz their classmates. Combine their questions to create a class *Jeopardy!*<sup>TM</sup> activity. Remind students to use the vocabulary words and the scientific terms they learned during the reading in their questions.
- ▶ Using a Venn diagram (Graphic Organizer #6), have students compare this book with *Así nace una mariposa* by the same author and illustrator. Have students share their diagrams with the class.





## ▶ CONNECTION WITH CONTENT AREAS: SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students create a four-sided *Torre de datos* (Fact Tower) by folding a 12" x 18" sheet of card stock or other heavy paper into fourths. Label the resulting columns *Primavera*, *Verano*, *Otoño*, and *Invierno* (Spring, Summer, Autumn, and Winter). Have students draw and label what the mallard duck does during each season. Tape the long edges together to create a three-dimensional Fact Tower.
- ▶ Have students draw and label the mallard duck's habitat, including its predators (land, air, and water). ✓
- ▶ Allow students to research the migratory patterns of the mallard duck and mark them on a map. Have them create a bulletin board with the migration map in the center and the facts they found written on flying-duck-shaped paper, arranged in flock formation around the map.

## ▶ WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students refer to the *Diagrama de Venn* they completed in the Post-Reading section. Have students choose one similarity and one difference that they found interesting and write a paragraph about each one, consulting both texts. Divide the class into pairs to edit the paragraphs for grammar, spelling, and punctuation. Have students use technology to produce and publish a class book containing their articles. 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** Escribe una oración que comience con cada una de las siguientes frases.

1. El ánade ahuyenta

Possible answer: El ánade ahuyenta a los depredadores de sus huevos.

2. Los cazadores patrullan

Possible answer: Los cazadores patrullan hasta hallar un patito sabroso.

3. Los ánades reales migran

Possible answer: Los ánades reales migran a los mismos lugares cada invierno.

**B** Escribe una oración que explique qué es un verbo.

Possible answer: Un verbo es una palabra que expresa una acción.

**C** Encierra en un círculo el verbo o los verbos en cada oración.

1. Los patitos **se meten** al agua.

2. La hembra ya **es** adulta tres meses después.

3. **Se refugian** en los parques y **buscan** comida en los campos cercanos.

4. La pata **cuida** bien sus huevos.

5. Los machos **se demoran** seis meses para **tener** el plumaje adulto.



Nombre \_\_\_\_\_

## Comprensión lectora

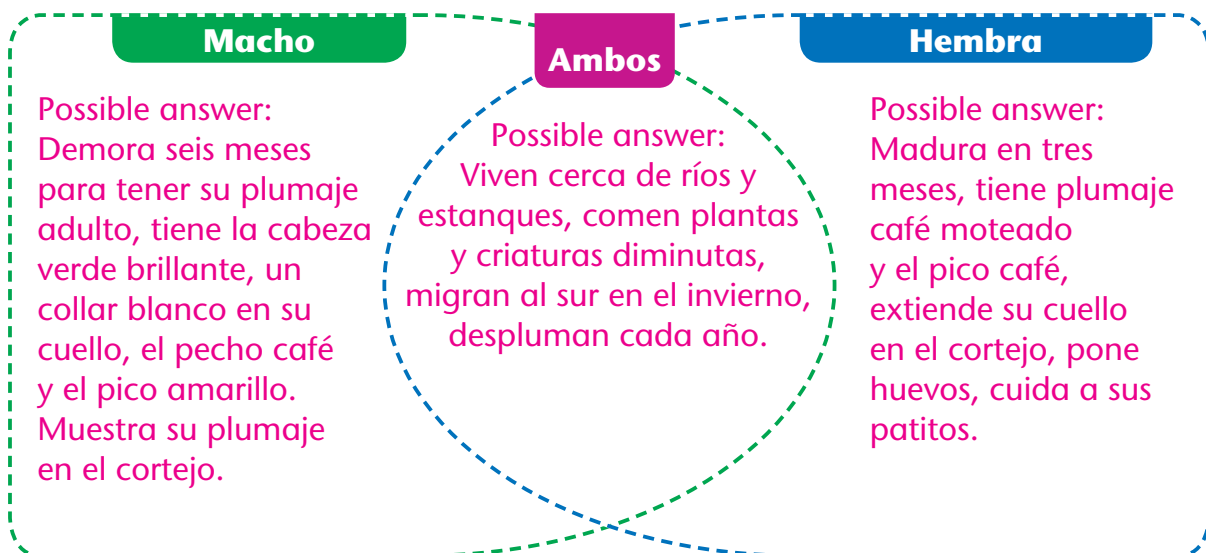
**A** Ordena del 1 al 6 las etapas del ciclo de vida de un pato.

- \_\_\_\_\_ 3 El patito sale del huevo.
- \_\_\_\_\_ 6 El pato adulto empieza a cortejar.
- \_\_\_\_\_ 4 El patito aprende a nadar.
- \_\_\_\_\_ 2 El embrión crece dentro del huevo.
- \_\_\_\_\_ 1 La hembra pone sus huevos en el nido.
- \_\_\_\_\_ 5 El patito ya es adulto.

**B** Describe los cambios que ocurren durante el desplume.

*Possible answer: Cada verano, las plumas viejas se caen y crecen unas nuevas.*

**C** Compara y contrasta el ánade macho y la hembra.







Nombre \_\_\_\_\_

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