

LESSON PLAN AND ACTIVITIES

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

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Together we foster lifelong readers

COMPLEXITY

Guided Reading Level O / Lexile Level 600L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Novel / Fantasy

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Determine the meaning of words and phrases as they are used in a text and possible reasons that the author used them.
- ➔ Demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ➔ Identify and use diminutives.
- ➔ Make inferences about a character's motivations.
- ➔ Trace the changes that a character undergoes in the course of a narrative.
- ➔ Research endangered and extinct animals to create a bulletin board and Wanted poster.
- ➔ Gather information from multiple sources.
- ➔ Edit a piece of writing for spelling, punctuation, and usage.

MATERIALS

- ➔ flash cards
- ➔ 4–6 Spanish dictionaries
- ➔ *Diagrama de Venn* (Graphic Organizer #6)*

SUMMARY

A girl has a magic finger, which activates when she becomes angry or upset. One day, she sees her neighbors, the Greggs, shooting ducks with abandon, gets angry, and points her finger at them. The next morning, the Greggs shrink and their arms turn into wings. The ducks, who are now enormous and have arms, take over the Greggs' house and decide to go hunting. The Greggs are saved from death when they promise to stop shooting ducks. All are returned to normal.

STANDARDS

SLAR CCSS RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.9, RL 3.10, RF 3.3.g, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.7, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.4, SL 3.6, L 3.1.d, L 3.1.i, L 3.2.a, L 3.2.e, L 3.2.g, L 3.3.a, L 3.4.a–b, L 3.5.a, L 3.6

SLAR TEKS 3.1.E, 3.2.A, 3.2.B, 3.2.C, 3.3, 3.4.A, 3.4.B, 3.5.A, 3.8A, 3.8.B, 3.8.C, 3.17.A, 3.17.B, 3.17.D, 3.17.E, 3.20, 3.22.A, 3.23.B, 3.24.A–J, 3.25, 3.26.C, 3.27, 3.31

NGSS 3.LS4.D

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

blanco – objeto situado a cierta distancia para practicar el tiro y la puntería / target

blanco fácil – algo o alguien que es fácil de atacar o engañar / easy target

caza – acción de cazar (buscar y perseguir a un animal para atraparlo) / hunting

devorar – comer muy deprisa y con muchas ganas / to devour

diminuto – de tamaño pequeñísimo / tiny

enfadar – causar enfado o enojo, o enojarse; irritar / to get angry

enorme – muy grande / enormous; huge

morirse de risa – reírse muy intensamente / to die laughing

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

repentinamente – de manera inesperada / suddenly

sollozar – llorar con mucho sentimiento / to sob

Advanced Vocabulary

cervatillo – cervato o ciervo joven / fawn

ciervo – mamífero rumiante, de patas largas y delgadas y cuernos ramificados / deer

graznido – sonido que hacen las aves, parecido a un chillido / squawk

minúsculo – muy pequeño / minuscule; tiny

panorama – vista de una amplia extensión de terreno desde un lugar / panorama

picotazo – herida que hace un ave con el pico / peck

salvaje – se dice de los animales y plantas que viven libremente en la naturaleza / wild

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., *diminutivos*, *sufijos*) and instruction words, such as *compara*, *contrasta*, *contesta*, *ordena*.
- ➔ 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.
- ➔ Write the words *hombre/hombrecitos*, *trozos/trocitos*, and *caliente/calientito* on the board. Explain what diminutives are: *Los diminutivos son sufijos que indican tamaño, juventud, cariño o desdén. Dos sufijos comunes para formar los diminutivos son –cito e –ito. Las palabras “hombrecito” y “trocitos” son diminutivos, y están compuestas por la raíz de los sustantivos “hombre” y “trozos” más el sufijo –cito. La palabra “calientito” está compuesta por la raíz del adjetivo “caliente” más el sufijo –ito.* Explain that in the case of irregular diminutives, such as *trozos/trocitos* and *caliente/calientito*, the spelling of the new word changes. The *z* in *trocitos* is replaced with *c*, and the *e* at the end of *caliente* is replaced with *ito*. Ask students to look for additional diminutives in the text (*pedacitos*, page 58; *montoncitos*, page 59; *pueblecito*, page 67), or have them share with the class diminutives they already know.
- ➔ Have students create interactive, three-dimensional word walls by attaching small trifold word cards (word, personal definition, and illustration) either to a file folder or to a two-page spread in their reading journals. ✓
- ➔ Group students into teams of four to five members to play Dictionary Races. Line students up for a relay. Show them a vocabulary word card and have them look up the word in the dictionary. The first team to find the word earns a point. The team with the highest score wins.

READING

PRE-READING

- ▶ Explain to students that fantasy is a genre in which the author narrates a fictional story that could not happen in real life, with the purpose of entertaining or teaching us a life lesson.
- ▶ Have students look at the title and cover of the book. Then ask: *¿Qué creen que pueda ser un dedo mágico? ¿De qué tratará este cuento?* (What do you think a magic finger could be? What might this story be about?) Record their predictions on a class-size two-column chart.
- ▶ Ask students what happens when something makes them angry. *¿Qué sucede cuando se enfadan? ¿Cómo reaccionan?* (What happens when you get angry? How do you react?) Tell them that they are going to read a story about a girl whose temper causes her problems.

READING

- ▶ Read the text aloud, one or two chapters per day. Then have students read along with you.
- ▶ Have students take turns reading aloud with you. Write a list of students on the board as a guide. As you give a signal, the first student will begin to read the text aloud with you. After you give another signal the student who is reading with you stops, and the following student on the list begins to read aloud with you. Be sure all students participate. Regulate how fast you read depending on the reading proficiency level of each student.
- ▶ Read page 15. Ask students: *¿Por qué está tan preocupada la chica por haber apuntado con el dedo mágico?* (Why is the girl so concerned about having pointed the magic finger?)
- ▶ Read page 22. Ask students: *¿Por qué daban vueltas sobre la casa de la familia Gregg los cuatro patos?* (Why did the four ducks circle around the Gregg family's house?)
- ▶ Read pages 24–29. Ask students: *¿Cómo reaccionó la familia Gregg cuando se levantaron convertidos en patos?* (How did the Gregg family react when they woke up transformed into ducks?) Have students refer to the text and the illustrations to support their answers. Then ask: *¿Por qué el autor se refiere al señor Gregg como un “minúsculo hombrecito”* (Why does the author refer to Mr. Gregg as a “minuscule little man”?) Discuss the meaning of each word separately, and the message the author is trying to convey with this phrase.
- ▶ Ask students to think about how the Greggs responded when the ducks took over their house. Say: *¿Qué les parece la idea del señor Gregg de hacer un nido? ¿Cuál fue la reacción de su familia?* (What do you think of Mr. Gregg's idea to build a nest? What was his family's reaction?) *¿En qué se parece esta actitud a la que tenían cuando estaban cazando?* (How does this compare to their attitudes when they were hunting?)
- ▶ Reread page 43 from the second paragraph. Ask: *¿Por qué creen que se estaban riendo los patos?* (Why do you think the ducks were laughing?)
- ▶ Reread the conversation between the Greggs and the ducks on pages 46–50. Ask: *¿Qué piensan sobre lo que dijeron los patos? ¿Quién tiene la razón, los patos o los Gregg? Expliquen su respuesta.* (What do you think about what the ducks said? Who was right, the ducks or the Greggs? Explain your answer.)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then have students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Allow students to respond in phrases or incomplete sentences. Ask these or similar questions: *¿Qué es lo que más les gusta hacer a los Gregg?* (What does the Gregg family like to do more than anything else?) *¿Qué pasó con la maestra cuando la chica le apuntó con el dedo mágico?* (What happened to the teacher when the girl pointed the magic finger at her?) *¿Qué hicieron los patos cuando regresaron los Gregg de cazar?* (What did the ducks do when the Greggs came home from hunting?)

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.
- Allow students to think and draw their own conclusions, using short sentences. Ask these or similar questions: *¿Por qué en la página 9 la chica dice “¿Qué?” y luego se corrige?* (Why, on page 9, does the girl say, “What?” and then correct herself?) *¿Por qué ignoró el señor Gregg a la chica cuando ella comenzó a gritar?* (Why did Mr. Gregg ignore the girl when she yelled at him?) *Describe lo que sucede cuando la chica se enfada.* (Describe what happens when the girl gets angry.)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to analyze and evaluate various elements of the text, especially the characters' motivations, using complete and elaborate answers.
- Ask these or similar questions: *¿Por qué el autor nunca nos dice el nombre de la chica?* (Why does the author never tell us the girl's name?) *¿Por qué dijo la chica que los patos eran blancos fáciles?* (Why did the girl say that the ducks were easy targets?) *¿Por qué tenían los Gregg alas?* (Why did the Greggs have wings?)

POST-READING

- ▶ Have students compare the duck family with the Greggs, using a Venn diagram (Graphic Organizer #6). Ask students to use their diagram to write a paragraph comparing the two families to present to the class. ✓
- ▶ Have students discuss whether the magic finger was a blessing or a curse, citing examples from the text. Then have students talk about what they would do if they had a magic finger, and to explain the reason or reasons for their actions. ✓
- ▶ Have students predict what might happen to the Cooper family. Let them work in groups of four or five to create a brief skit to act out their predictions to the class. Give each group time to rehearse before their presentation.
- ▶ Read and discuss as a class the biography of Roald Dahl at the end of the book. Ask students if they have read any of his books or seen movies based on his books. If so, have them compare and contrast them with this story.



▶ CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students predict what would happen to the duck population if the Greggs and their neighbors continued to hunt without limits. Read a brief account of the dodo bird (*dodo* or *dronte* in Spanish) and ask them to compare their situation with that of the ducks in the story, using a Venn diagram (Graphic Organizer #6). ✓
- ▶ Create a list of endangered animals and those that have become extinct within the last 150 years. Create a Wall of Extinction bulletin board, containing a world map to mark habitats and a three-dimensional lift-up tab display with the animal's picture and key facts on the inside. Use string or yarn to "link" the animal with its habitat.
- ▶ Have students create a Wanted poster for an endangered animal that contains its name, habitat, and the reason it is endangered (overhunting, land development, pollution, etc.) along with a drawing of the animal.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students work in pairs to research an animal that has been hunted into extinction (dodo bird, passenger pigeon, tasmanian tiger, Zanzibar leopard, Pyrenian Ibex, western black rhino, etc.) and write a report about it. They should consult two to three sources. Have teams edit each other's drafts for spelling, usage, and punctuation. Compile the reports in a class book, *Cazados hasta su extinción*. 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 el diminutivo de las siguientes palabras.

1. pez: pececito
2. gato: gatito
3. mujer: mujercita
4. papel: papelito
5. perro: perrito
6. pequeño: pequeñito
7. nido: nidito

B Identifica el significado de cada palabra.

- | | |
|-------------|---------------------------------------|
| 1. enorme | a. sonido que hacen las aves |
| 2. diminuto | b. herida que hace un ave con el pico |
| 3. picotazo | c. comer deprisa y con muchas ganas |
| 4. graznido | d. muy grande |
| 5. devorar | e. pequeñísimo |

C ¿Qué significa caza?

- edificio o lugar donde se vive
- en edad de casarse
- acción de buscar un animal para atraparlo



Nombre _____

Comprensión lectora

A Ordena del 1 al 5 los sucesos del cuento.

- _____ 3 _____ Los Gregg se convierten en patos y los patos en humanos.
- _____ 5 _____ Los Gregg cambian su apellido a Ala.
- _____ 1 _____ Los Gregg salen a cazar.
- _____ 2 _____ La chica se enoja y apunta con el dedo mágico a los Gregg.
- _____ 4 _____ Los patos apuntan con las escopetas a los Gregg.

B Contesta.

1. En un texto literario, cuando un personaje cambia durante el transcurso de la historia, este cambio se describe como el desarrollo del personaje. ¿Cómo cambió el señor Gregg al final del cuento?

Possible answer: El señor Gregg cambió su nombre, destruyó sus escopetas y no volvió a cazar más.

2. ¿Por qué la chica no soportaba la caza? ¿Qué hizo para evitar que los Gregg cazaran?

Possible answers: La chica creía que no estaba bien que las personas cazaran animales por diversión. La chica apuntó a los Gregg con su dedo mágico y, al otro día, los Gregg despertaron convertidos en patos.

3. ¿Qué harías para evitar que las personas cazaran animales?

Possible answers: Les explicaría que hay que respetar a los animales. Haría una campaña para que todos aprendamos a vivir en armonía con la naturaleza.



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5. perro: _____

6. pequeño: _____

7. nido: _____

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