



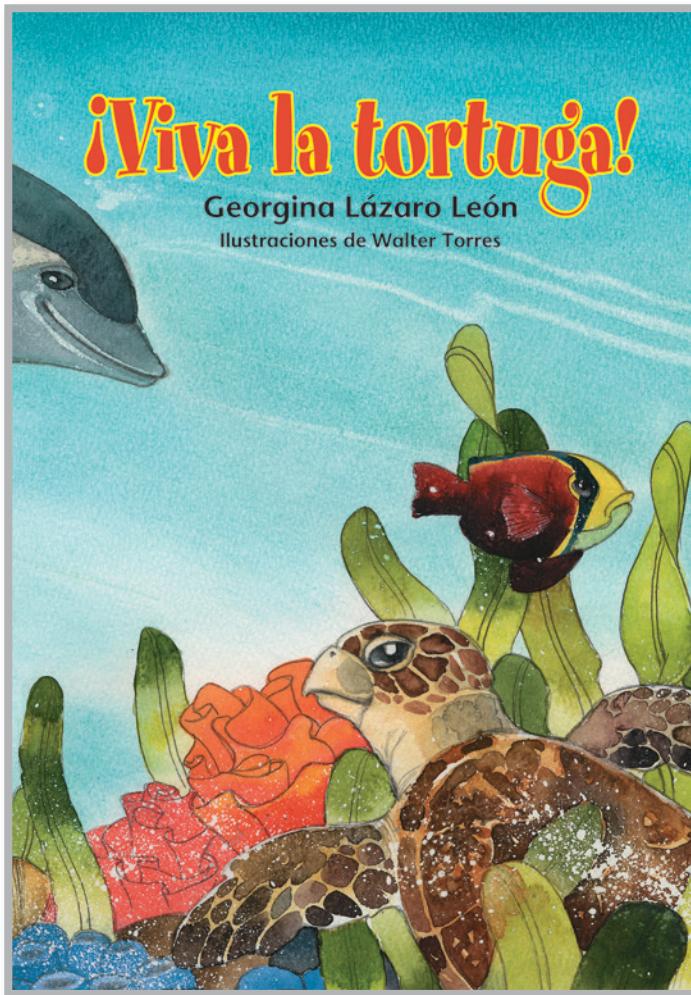
GRADE 3

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

F&P Guided Reading Level M / Lexile Level N/A (Poetry)

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Literary Nonfiction: Narrative Poem / Science

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- Identify a work of literary nonfiction.
- Read and understand poetry.
- Predict the topic of the book.
- Identify the structure and characteristics of poems.
- Recognize and understand figurative language.
- Use context clues and word structure to determine the meaning of unfamiliar words.

- Decode words with common Latin and Greek prefixes.
- Explain the meaning of similes and metaphors.
- Understand how poetry helps poets express their feelings.
- Connect the ideas in the text to real-life situations.
- Write a poem.

MATERIALS

- flash cards
- pencils, paper, crayons, index cards
- *Inventario de palabras, Tabla de dos columnas*
(Graphic Organizers #14 and #30)*

SUMMARY

This book is divided into two parts. The first part is a long narrative poem (literary nonfiction) that describes the life cycle of a hawksbill turtle: where it lives, how it reproduces, eats, and protects itself. In the second part, the author presents to the readers more specific information about these turtles using an expository text format.

STANDARDS

SLAR CCSS RL 3.1, RL 3.2, RL 3.4, RL 3.5, RL 3.7, RL 3.10, RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.7, RI 3.9, RI 3.10, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6

SLAR TEKS 3.1.E, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.A, 3.4.B, 3.5.A, 3.6.A, 3.10.A, 3.11.A, 3.13.A, 3.13.B, 3.13.D, 3.17.B, 3.18.B, 3.22.A.ii, 3.22.A.iii, 3.22.B, 3.23.A, 3.23.C, 3.26.B, 3.29.A, 3.30.A, 3.31.A

Science TEKS 3.9, 3.10

NGSS 3-LS1

NCSS III. People, Places, and Environments

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



VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

- azar** – casualidad, suerte / chance, luck
casco – caparazón duro que protege las partes blandas del cuerpo de un animal / shell
cesar – dejar de hacer algo / to cease, to stop
cristalino(a) – claro, transparente / crystal clear, transparent
latido – pulsación, palpitación / beat
lucero – estrella brillante / bright star
lustroso(a) – que tiene lustre o brillo / shiny
manso(a) – tranquilo / gentle

Advanced Vocabulary

- algas** – planta marina / seaweed, algae
arrecife – banco o bajo formado en el mar por piedras, corales o puntas de roca / reef

- carey de concha** – especie de tortuga marina / hawksbill turtle
coral – animal marino que vive en colonias en los arrecifes / coral
diámetro – ancho de un círculo / diameter
extremidad – cada pata y la cola de un animal / extremity
incubación – acción de incubar o calentar los huevos / incubation
mandíbula – cada una de las dos piezas duras que forman la boca / jaw
reptil – animal que es de sangre fría y que se mueve arrastrando el cuerpo / reptile
sargazo – alga marina / gulfweed, sargassum

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., *estrofa, imagen, lenguaje figurado, rima, ritmo, verso*) and instruction words, such as *analiza, clasifica, compara, completa, comparte, describe, explica, identifica*.
- Have students complete a word inventory chart (Graphic Organizer #14) for each of the words before you introduce the vocabulary. Review column headings with students and have them classify each word. Repeat this activity at the end of the lesson to assess students' progress.
- Use the words *diámetro* (diameter) and *superficie* (surface) to explain how some words in Spanish are formed using Greek and Latin word parts. Say: *La palabra “diámetro” viene del griego. Se compone del prefijo diá-, que significa “a través”, y de metro, que significa “medida”. La palabra “superficie” viene del latín. Se compone del prefijo super, que significa “sobre”, y facies, que significa “cara”.*
- Use the poem to introduce figurative language. Explain that a *símil* (simile) is a figure of speech that expresses the resemblance of one thing to another of a different category, using the word *como* (as) or *parece* (like). For example, “*Salen tortuguitas..., parecen mariposas que no pueden volar...*” In this case, the poet is comparing little turtles to butterflies. Next, explain that a *metáfora* (metaphor) is another figure of speech in which you compare one thing with another thing that is like it in some way, but you do not use the words *como* or *parece*. Writers use metaphors to describe things. For example, when the author says “*el mar se hizo canción,*” she is comparing the sea with a song. Tell students: *Vuelvan a leer el poema y mencionen otro ejemplo de símil y de metáfora.* (Reread the poem and provide another example of a simile and a metaphor.)
- Form several teams to play vocabulary charades. Write the vocabulary terms on index cards and place them in a bag. Have students draw a word from the bag and act it out.

► READING

PRE-READING

- ▶ Discuss with students the life cycle of human beings. You may wish to list their answers on the board. Then compare and contrast students' answers. Ask: *Mencionen tres cosas que hacemos los seres humanos en nuestro ciclo de vida.* (Mention three things human beings do in our life cycle.) *¿Tienen todas las personas un ciclo de vida igual? ¿Por qué?* (Do all people have the same life cycle? Why?)
- ▶ Read aloud the title of the book. Have students leaf through the book, looking at the illustrations and the "Por si quieres saber más" section. Then ask: *¿De qué creen que trata este poema? ¿Por qué creen eso?* (What do you think this poem is about? Why do you think that?) *¿Por qué crees qué la autora incluyó una sección que no es un poema?* (Why do you think the author included a section that is not a poem?)

READING

- ▶ Explain to students that through poetry, poets express their feelings and experiences. Tell them that in this case, the author decided to write a narrative poem to give information in a very beautiful way. Since the information provided is true and it is about a real animal, this genre is called literary nonfiction (*texto literario de no-ficción*).
- ▶ Focus students' attention on page 8 of the book and explain that poems are usually divided into *estrofas* (stanzas), which consist of several verses or lines. Then ask: *Fíjense en la primera estrofa. ¿Por qué la tortuga se siente feliz?* (Look at the first stanza. Why does the turtle feel happy?) *En la segunda estrofa, ¿quién guía a la tortuga? ¿Cuándo ocurre la acción?* (In the second stanza, what guides the turtle? When does the action happen?)
- ▶ Explain to students that some poems have *rima* (rhyme), which is the correspondence of sound between the endings of words at the end of certain lines. Read aloud page 10 from the book. Then ask: *Fíjense en el final del segundo y cuarto versos de la primera estrofa. ¿Qué palabras riman?* (Look at the end of the second and fourth verses in the first stanza. Which words rhyme?) Elicit the words *oscuro* and *futuro*. Continue looking for rhyming words throughout the poem with students.
- ▶ Read the title of the second part of the book (page 27) and discuss with students what this section will be about. Then do a choral reading of pages 28–30. Explain that the author uses an expository text because it is the best way to give additional information about a subject. Ask: *¿Qué tipo de tortuga se ilustró en este libro? ¿Cuánto puede medir y pesar? ¿Quién es su mayor enemigo?* (What kind of turtle is illustrated in this book? How big can it be, and how much can it weigh? Who is its worst enemy?)
- ▶ Tell students that you are going to read a couple of stanzas aloud, and that they are going to draw an illustration for that fragment. Read, for example, page 24. Then give students time to finish their illustrations before they share them with their classmates. Have students identify common elements as well as differences in their visualizations of the stanzas.
- ▶ Have students read the poem in pairs. Assist as needed. Ask pairs their opinion about the poem: *¿Les resultó interesante este poema? ¿Por qué?* (Did you find this poem interesting? Why?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text aloud several times and have students chorally repeat after you.
- Allow them to answer with short phrases or incomplete sentences. Ask these or similar questions: *¿De qué huyen las tortuguitas?* (From what do the little turtles run away?) *¿Dónde ponen los huevos las tortugas?* (Where do turtles lay their eggs?)

At-level Students

- Read the text to and with students. Then have students read the text with a partner.
- Encourage students to go deeper in their understanding of the poem and interpretation of the figurative language. Ask: *Explica esta metáfora: “Debe volver al mar / y, enterrado en la arena, / su futuro dejar.”* (p. 14). *¿Qué siente la poetisa por la tortuga?* (Explain this metaphor: “They should return to the sea and leave their future buried in the sand.”) What does the poet feel for the turtle? *¿Qué quiere decir la poeta con la frase “Es la arena que brilla / como si le gritara.”* (p.10)? *¿Es un símil o una metáfora?* (What does the poet mean with the phrase “It is the sand that shines as if it were shouting at her.”? Is it a simile or a metaphor?)

Above-level Students

- Read the text to and with students. Then have students read the text independently.
- Encourage students to analyze the figurative language used in the poem and evaluate its effects on the reader. Ask these or similar questions: *Da dos ejemplos de lenguaje figurado en el texto. ¿Cuál es el significado literal de esos ejemplos?* (Provide two examples of figurative language from the text. What is the literal meaning of those examples?) *Escribe un símil para describir a la tortuga.* (Write a simile to describe the turtle.)

POST-READING

- ▶ Remind students that the use of similes and metaphors helps poets express their feelings and experiences. Hold a group discussion to talk about the use of figurative language. Ask: *¿Qué quiere decir la frase: “Hace muy pocos días el mar se hizo canción”* (p. 7)? *¿Cómo explicarían esto de manera literal?* (What does this phrase mean: “A few days ago the sea turned into a song”? How would you explain this literally?)
- ▶ Have students work in pairs to search for metaphors on pages 8, 11, 15, and 18 of the book. Distribute the two-column chart (Graphic Organizer #30) and have students label the columns *Metáfora, Lo que significa*. Ask students to analyze the poem, list the metaphors, and explain their literal meaning. Monitor and guide students as necessary. ✓
- ▶ Assign different paragraphs from the section “*Por si quieres saber más*” to different students. Have them read individually, jotting down the facts and details that will help them remember the main idea of each paragraph. Then have students get together and retell their paragraphs. Encourage them to make use of gestures and body language to convey dimensions, forms, or weight. Alternatively, have students retell the section as if they were narrators in a documentary. ✓



► CONNECTION WITH CONTENT AREAS: SCIENCE AND SPANISH LANGUAGE ARTS

INSTRUCTIONAL FOCUS:
Building Knowledge in the Content Areas



- ▶ Explain that sometimes poems are used as lyrics in songs. Use a known melody, or have students compose their own melody, to sing the stanzas on page 18 of the book. Give students an opportunity to practice. Have students sing the poem to the melody.
- ▶ Divide the class into pairs. Have pairs ask each other for reasons why turtles come to the beach to lay eggs. Ask them to make a presentation to their partner to defend their points of view about why they think his or her reasons are more important than the reasons that their partner selected. Remind students to use complete sentences and to use science vocabulary such as *huevos*, *océano*, *reproducen*, *protegen*, *enemigos*, *adecuados*, and so on. ✓
- ▶ Have students reread the expository text at the end of the book. Ask the class: *¿Por qué creen que la autora incluyó esta sección?* (Why do you think the author included this section?)
- ▶ Help students reenact a turtle's habitat. Some of them will be turtles and others will be the turtles' predators, friends, or food. Elicit that the turtles are gentle and slow. Encourage students to act out the egg-laying process. ✓

► WRITING

INSTRUCTIONAL FOCUS:
Writing from Sources / Research Strand



Have students think of an animal they like. Then, have them write a poem about that animal. Ask them to use what they have learned about simile and metaphor to enrich their poems. Have students start a discussion about why his or her poem is the best. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of proficiency. 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. casco | a. pulsación |
| 2. latido | b. estrella |
| 3. mandíbula | c. boca |
| 4. mansa | d. caparazón |
| 5. extremidades | e. casualidad |
| 6. azar | f. tranquila |
| 7. lucero | g. patas |

B Escoge la palabra que significa lo mismo que la palabra en negrita.

1. El **diámetro** de la moneda es una pulgada.
a. ancho b. gordo c. altura
2. La tortuga tiene un casco **lustroso**.
a. duro b. blanco c. **brilloso**
3. Prefiero bañarme en aguas **cristalinas**.
a. calientes b. **transparentes** c. frías
4. La tortuga **incuba** los huevos en la arena.
a. **calienta** b. cubre c. esconde
5. Las olas golpean la arena sin **cesar**.
a. latir b. **parar** c. espuma
6. Son tantos los peligros, que las tortuguitas dependen del **azar**.
a. corriente b. viento c. **suerte**



Nombre _____

Comprensión lectora

- A** Indica qué palabras riman en la estrofa. Después añade un verso que rime.

"Dentro de quince años,
siguiendo su destino,
una de ellas irá
por el mismo camino".

destino – camino; answers will vary but

last word of verse must end with –ino

- B** Explica qué compara la poetisa en cada caso. Indica si es símil o metáfora.

Verso	¿Qué compara?	Símil	Metáfora
"Ella sabe que el mar las cuidará muy bien porque será su madre y su padre también".	el mar, la madre y el padre		X
"Salen las tortuguitas, se arrastran hacia el mar. Parecen mariposas que no pueden volar".	las tortuguitas y las mariposas	X	

- C** Dibuja lo que visualizas al leer la siguiente metáfora:

"Hace muy pocos días
el mar se hizo canción,
fuego, flor, arco iris,
cielo, nube, ciclón".

Drawings will vary.



Nombre _____

Vocabulario

A Une.

- | | |
|-----------------|---------------|
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