



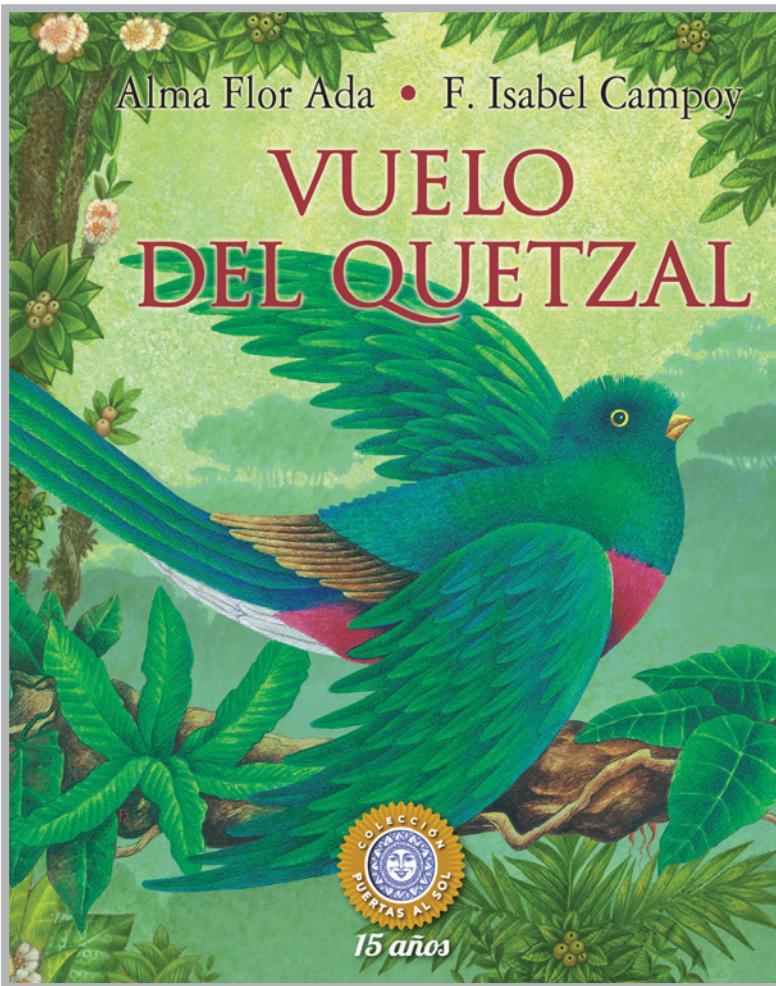
GRADE 3

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 680L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Informational Text: Social Studies

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ➡ Infer and predict the topic of the book.
- ➡ Identify the main topic in the text.
- ➡ Identify the objective and the reasons the author gives to support points of view.
- ➡ Connect ideas in the text with real-life situations and share a personal experience.
- ➡ Recall information to analyze cause and effect.
- ➡ Analyze shades of meaning to determine the exact meaning of words.
- ➡ Analyze context sentences to clarify meaning.
- ➡ Use language background to clarify the meaning of cognates.
- ➡ Use a table of contents.
- ➡ Write an informative paragraph.

MATERIALS

- ➡ flash cards
- ➡ index cards, construction paper, old magazines, glue sticks
- ➡ paper, pencils, and crayons
- ➡ maps of the Americas
- ➡ *Causa y efecto*, *Tabla de tres columnas*
(Graphic Organizers #4 and #31)*

SUMMARY

“Latin America is a land full of contrasts.” That is the first sentence of this book, which will take you on a trip across one of the most beautiful varieties of landscapes, flora, fauna, and cultures in the world. What do you know about the Spanish-speaking countries of Latin America?

STANDARDS

SLAR CCSS RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.7, RI 3.8, RI 3.9, RI 3.10, RF 3.3.e, RF 3.4, W 3.2, W 3.4, W 3.7, 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.F, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.B, 3.10.A, 3.11.A, 3.12.A, 3.13.B, 3.13.C, 3.13.D, 3.17.B, 3.17.D, 3.20.A, 3.20.C, 3.22.A, 3.22.C, 3.23.A, 3.23.C, 3.26.B, 3.27.A, 3.29.A, 3.30.A, 3.31.A

Social Studies TEKS 3.2.A, 3.3.A, 3.3.C, 3.5.A, 3.5.D, 3.17.A, 3.17.D, 3.18.C

NCSS I. Culture; III. People, Places, and Environments

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



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- descendiente** – persona que viene de cierta familia, pueblo o país / descendant
- esbelto(a)** – alto, delgado y de figura elegante / slender; graceful
- extender** – abrir o desdoblar / to spread out
- majestuoso(a)** – magnífico, grandioso / majestic
- mansamente** – tranquilamente / gently
- mecer** – mover de un lado al otro suavemente / to sway
- reproducir** – hacer una copia de una cosa / to reproduce

Advanced Vocabulary

- caimán** – reptil americano parecido al cocodrilo, pero más pequeño / alligator

- catarata** – agua de un río que cae desde una altura muy grande / waterfall
- caudaloso(a)** – que lleva mucha agua / fast-flowing
- ciénaga** – lugar pantanoso / swamp
- cocodrilo** – reptil de gran tamaño, piel escamosa y dura, cola larga y una boca grande con dientes afilados / crocodile
- fortaleza** – construcción para defender una ciudad o plaza / fortress
- gorrión** – pájaro pequeño que tiene el pico corto y el plumaje pardo / sparrow
- hemisferio** – cada una de las mitades en que se puede dividir la Tierra / hemisphere
- pampa** – llanura sin vegetación de América del Sur / pampa

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 each word.
- ▶ Make sure students understand all the vocabulary needed to complete the different reading activities, such as *cognado*, *contexto*; and instruction words, such as *compara*, *clasifica*, *subraya*.
- ▶ Have students take turns explaining new vocabulary in their own words. Encourage them to use context clues and illustrations from the book as they come up with their own definitions.
- ▶ Explain that some words have related meanings, but they are not really synonyms. These words have shades of meanings (*matices de significado*). Use the words *grande* and *majestuoso* as examples. Tell students that *grande* means something big, whereas *majestuoso* means big, but also great, majestic (*grandioso*, *imponente*). Help students see how *majestuoso* conveys more qualities than *grande*.
- ▶ Explain that a context sentence is a sentence which gives information to aid students in understanding what is being spoken or written about. Say: On page 28, the sentence “*En los azahares de los limoneros, en los patios callados y en los tiestos de geranios en los portales*” does not make any sense, unless we read the previous sentence: “*Y desde el desierto hasta las ventanas... el color se hace flor en todas partes.*” Tell students that every time they find a sentence that cannot stand alone, they should read the sentence before or after, to look for context clues that will help them clarify its meaning. Ask students to find more examples in the book (e.g., on pages 31 and 46).
- ▶ Tell students that cognates are words in two different languages with the same meaning, and similar spelling and pronunciation. Explain that cognates help them understand a text by allowing them to use one language to understand the other language. Have students use a three-column chart (Graphic Organizer #31) to create a table of cognates used in this book. Have them label the columns *Cognados (Español-Inglés)*, *Mi definición*, *Definición del diccionario*.

► READING

PRE-READING

- ▶ Ask students to read the title and the authors' names on the cover of the book. Ask them to infer and predict the theme of the book. Write their predictions on the board to check if they were correct after the reading.
- ▶ Elicit additional information students may know about the topic of the book. Ask: *¿Conoces algún país de Hispanoamérica?* (Do you know any Latin American country?) *Da ejemplos de animales y plantas de ese país.* (Mention animal and plants from that country.)
- ▶ Read aloud the *Índice* (Table of Contents) with students. Have students guess what the information on this page provides. Elicit that the page shows the various topics to be addressed in the book and where students can find that section.
- ▶ Have students look at the illustrations. Ask: *¿Qué propósito crees que tenían las autoras cuando escribieron este libro?* (What do you think was the authors' purpose for writing the book?)

READING

- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into twelve sections that inform them about the different habitats, cultures, and landscapes we can find in the Spanish-speaking countries of Latin America.
- ▶ Read aloud “*En sus cielos...*” (page 14) to familiarize students with domain-specific vocabulary. Read the section two times, pointing at the illustrations. Then ask: *¿Qué pájaro vuela sobre los volcanes? ¿Es grande o pequeño? ¿Cómo lo sabes?* (Which bird flies over the volcanoes? Is it big or small? How do you know?)
- ▶ Have students read the section “*Tierra de contrastes*” (page 6) in pairs. Ask them to take turns reading to one another, while the listener follows along in the text. The reader can ask the listener for help with a difficult phrase or unknown words. Have them switch roles at the end of the section.
- ▶ Read with students “*La cubren plantas diversas*” (pages 10–13). Divide the class into pairs and have them organize the information in this section. Give each pair four index cards and ask them to complete a card for each plant. On one side they will make a drawing of the plant, on the other side they will write the following information: name of the plant, description of the plant, and the climate or zone where it lives. Have students use the cards to ask each other comprehension questions.
- ▶ Have students read independently “*Un mundo lleno de sorpresas!*” (page 30). Ask them to classify the different geographical features mentioned in this section. Provide students with a three-column chart (Graphic Organizer #31) and have them label the columns *Accidente geográfico*, *Descripción*, *País o zona*. Have a group discussion about the geographical feature they consider the most impressive.
- ▶ Have students read pages 36–47 aloud two times. Ask them to look at the illustrations in order to have a better idea of the different things people built to adapt and interact with their surroundings. Elicit from students that authors use graphic features to enhance comprehension and to make facts more clear. Ask them to say how each illustration helps them to understand the content better.

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 students to answer with short phrases or incomplete sentences.
- Ask these or similar questions: *¿Qué animales viven en las ciénagas y ríos?* (What animals live in swamps and rivers?) *¿Por dónde vuela el cóndor?* (Where does the condor fly?)

At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner.
- Allow students to think and draw their own conclusions.
- Ask students to look at the illustration on page 15. Then ask these or similar questions: *¿En qué tipo de clima crees que viven estas aves? ¿Cómo lo sabes?* (In what kind of climate do you think these birds live? How do you know?). Have students read pages 31–35 and then ask: *¿Por qué crees que la sección se titula “¡Un mundo lleno de sorpresas!”? Justifica tu respuesta.* (Why do you think the title of the section is “¡Un mundo lleno de sorpresas!”? Justify your answer.)

Above-level Students

- Read the text aloud to and with students. Then have students read independently.
- Allow students to elaborate in their answers and to be creative.
- Ask these or similar questions for *“En respuesta a la naturaleza asombrosa...”*: *¿Por qué crees que los primeros habitantes crearon construcciones en respuesta a la naturaleza?* (Why do you think the first inhabitants built things in response to nature?) *¿Qué tipo de construcciones crees que hubieran creado los mayas si hubieran vivido en un lugar muy frío? ¿Por qué?* (What type of constructions do you believe that the Mayan would have created if they had lived in a very cold place? Why?)

POST-READING

- ▶ Explain to students that the most important thing the author says in a text is called the main idea. Help students identify the main idea: *“Hispanoamérica es una región de una riqueza natural y cultural extraordinarias”*. (“Latin America is a region of extraordinary natural and cultural richness.”)
- ▶ Ask students: *¿En qué se parecen y en qué se diferencian la fauna y la flora de Hispanoamérica y Estados Unidos?* (How are the flora and fauna of Latin America and the United States similar and different?)
- ▶ Explain to students that authors write books with a purpose in mind. It can be to persuade, to inform, or to simply entertain the reader. Revisit their predictions about the authors' purpose from the Pre-Reading section. Ask students: *¿Creen que las autoras lograron su propósito? ¿Por qué?* (Do you think that the authors achieved their purpose? Why?)
- ▶ Distribute the *Cause and Effect* charts (Graphic Organizer #4). Ask pairs of students to create a cause and effect chart to describe the types of constructions they would build in the North Pole and in the desert. Help them establish one cause (low temperatures in the North Pole) and a consequence (sunburn in the desert) to guide them. Then, ask students to make a presentation to the class about the buildings they would create.



► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have students read “*En respuesta a la naturaleza asombrosa...*” again. Elicit from students that different cultures from different times and places built similar buildings or temples. Ask students to investigate the Egyptian culture and to write a paragraph comparing and contrasting it with the ancient Latin American cultures. Tell them to take into account the climate, buildings, clothes, and customs when writing the paragraph. Have a class discussion about their findings.
- ▶ Have students create a poster about the flora and fauna of the different regions of *Hispanic America*. Ask them to read the book again, and to observe each page and illustration. Students can also use the index cards they created for the plants in the Reading section. The poster should include the following columns: *Plantas, Pájaros, Playas y Mares, Selvas, Ciénagas y Ríos*. Ask students to cut out pictures or illustrations from old magazines or to draw the different animals and plants that belong to each column. ✓
- ▶ Divide the class into pairs. Distribute maps of South, Central, and North America. Have students look on the maps for the countries mentioned in the book. Ask pairs to take a three-minute pause to discuss what they think these countries have in common. Ask them to write a paragraph with their conclusions, using complete sentences. ✓

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students use the information in the book, their charts and diagrams, and their personal experience to write an informative paragraph about the flora and fauna in one of the biomas presented in the book. 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. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. ✓



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 la palabra con su definición.

- | | |
|---------------|--------------------------------|
| 1. majestuoso | a. llanura sin vegetación |
| 2. ciénaga | b. grandioso |
| 3. caimán | c. lugar pantanoso |
| 4. pampa | d. reptil que vive en pantanos |

B Completa las oraciones con la palabra correcta.

1. El cóndor es un ave majestuosa.
majestuosa mansamente descendiente

2. El Amazonas es un río caudaloso.
lento caudaloso esbelto

3. Los indígenas reproujeron la belleza de la naturaleza.
mecieron extendieron reproujeron

4. Los incas construyeron una asombrosa fortaleza.
pampa hemisferio fortaleza

5. Las majestuosas cataratas del Iguazú se consideran entre las más bonitas del mundo.
conocidas altas cataratas

C Usa un diccionario, una enciclopedia o Internet para investigar en qué se parecen y en qué se diferencian un caimán y un cocodrilo.

Answers will vary.



Nombre _____

Comprensión lectora

A Dibuja las aves. Completa las fichas.

1. quetzal

¿Dónde vive? Possible answer: en los cielos, en la selva

¿Cómo es? Possible answer: tiene una cola larga, es verde y rojo, no es muy grande

2. flamenco

¿Dónde vive? Possible answer: en el agua y en la tierra

¿Cómo es? Possible answer: tiene el cuello y las patas largas, es rosado, tiene alas grandes

B Explica por qué Hispanoamérica es una tierra de contrastes.

Possible answer: Es una tierra de contrastes porque tiene una gran variedad de regiones como los llanos, las pampas, las ciénagas y las selvas, con fauna y flora muy diferentes. Hispanoamérica también tiene diferentes culturas y construcciones, como templos y pirámides.



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¿Dónde vive? _____

¿Cómo es? _____

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