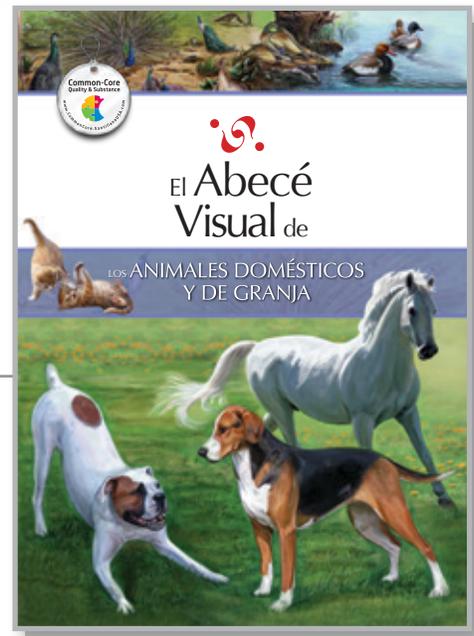




Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

El Abecé Visual de los animales domésticos y de granja

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COMPLEXITY

F&P Guided Reading Level S / Lexile Level 970L

TEXT TYPE

Informational Text: Science

OBJECTIVES

- Demonstrate comprehension of a science text.
- Draw inferences and make predictions.
- Identify the main idea of a text.
- Compare and contrast information in an informational text.
- Identify the author's purpose.
- Use word structure and context clues to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Connect the ideas in the text to real-life situations.
- Present information and explain a process.
- Write a procedural text.

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- ➔ index cards
- ➔ *Diagrama de Venn, Tabla de cuatro columnas* (Graphic Organizers #6 and 32)*
- ➔ chart paper or easel pad

SUMMARY

Humans began to domesticate animals more than 9,000 years ago. Since that time, animals have provided us with nourishment, company, wool, leather, entertainment, and protection, among other things. In return, we give them shelter and food. However, some farm animals are crammed in large factory farms, and are not well cared for. Understanding what animals do for us will help us take better care of them.

STANDARDS

SLAR CCSS RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.5, RI 4.7, RI 4.10, RF 4.3.a, RF 4.4.a, W 4.2, W 4.4, W 4.5, W 4.8, SL 4.1, SL 4.2, SL 4.4, SL 4.5, L 4.1, L 4.2, L 4.3, L 4.4.a, L 4.4.b, L 4.6

SLAR TEKS 4.1.A, 4.2.A, 4.9.A, 4.11.A, 4.11.C, 4.13.A, 4.13.B, 4.18.A, 4.20.A.(viii), 4.20.B, 4.22.D, 4.24.A.(ii), 4.27.A, 4.27.B, 4.29.A

Science TEKS 4.2.A, 4.2.C–F, 4.4.A, 4.9.A, 4.10.A–C

NGSS 4-LS1-1; 4-LS1-2

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

albergar – *contener* / to house
amortiguar – *hacer menos intensa una cosa* / to cushion
asiduidad – *frecuencia* / assiduity
cobijo – *lugar para protegerse o resguardarse* / shelter
gregario – *que vive en grupo* / gregarious
hendidura – *corte o grieta en una superficie* / groove
jerarquía – *orden por grado de importancia* / hierarchy
polifacético – *que tiene muchas habilidades distintas* / versatile
recoveco – *rincón escondido* / nook
sigilosamente – *de manera silenciosa* / stealthily
subordinación – *estado de la persona que depende de otra* / subordination
succionar – *chupar* / to suckle
vivaz – *lleno de vida o energía* / lively

Advanced Vocabulary

camada – *crías que paren de cada vez las hembras de los animales* / litter
cautiverio – *estado de un animal que vive encerrado* / captivity
cavidad – *hueco dentro de un cuerpo* / cavity
eclosionar – *romperse el cascarón de un huevo y salir la cría* / to hatch
engullir – *tragar la comida sin masticarla* / to gulp
hibernar – *pasar el invierno en un estado de reposo total* / to hibernate
incubar – *calentar un huevo durante un período de tiempo para que se desarrolle el embrión* / to incubate
propulsarse – *impulsarse hacia adelante* / to propel
regurgitar – *sacar por la boca comida que está en el estómago* / to regurgitate
secreción – *sustancia que producen ciertas glándulas del cuerpo* / secretion

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



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. 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., *comparación, contraste, diferencia, semejanza*) and instruction words, such as *cita, compara, contrasta, infiere, justifica, predice*.
- Ask student pairs to take turns explaining in their own words what each word means. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book.
- Point to the word *vivaz* in the vocabulary section and explain that it is related to *vida* (life). Have students think of related words to help them determine the meaning of *anidar* (to nest) on page 27, *diurno* (daytime) on page 31, *nasal* on page 34, *nocturno* (nighttime) on page 40, *pastar* (to graze) on page 16, and *pectoral* (chest) on page 27. Elicit that *nido, día, nariz, noche, pasto, and pecho* are related to those words.
- Explain that many words in Spanish have Greek or Latin origins. Point out *poli-* in *polifacético* and explain that it means “many.” Introduce *-geno* (producing), *-gono* (angle), *hexa-* (six), *multi-* (many), *pato-* (disease), *micro-* (small), and *semi-* (half). Then have students determine the meaning of *patógeno* (p. 44), *hexagonal* (p. 24), *microorganismo* (p. 23), *multiuso* (p. 11), and *semiárido* (p. 36).
- Remind students that sometimes authors provide examples, explanations, or synonyms to clarify the meaning of words. For example: *ungulado: que camina sobre la punta de sus dedos* (p. 17). Have students use context clues to explain the meaning of *multíparo* (p. 30), *omnívoro* (p. 31), *ovíparo* (p. 42), *palmípedo* (p. 27), and *rumiante* (p. 22). Then have students write sentences to describe these animals.
- Have students work in pairs to look for words in the text that describe animal sounds (e.g., *cacarear, graznido, ronroneo, sisear*), offspring (e.g., *cordero, potro, ternero*), and animal groups (e.g., *bandada, jauría, manada*). Invite students to share their lists with another pair and take turns explaining what each word means. Allow them to look up the words in the dictionary.
- Form two teams and play “Password.” Give a word from the vocabulary list to be guessed (the “password”) to one of the players, and then he or she gives a one-phrase clue to a partner from the same team who must attempt to guess the word. Alternate between the two teams.

READING

PRE-READING

- ▶ Discuss with students some facts they know about pets and farm animals. Ask: *¿Qué mascotas tienen? ¿Por qué?* (What pets do you have? Why?) *¿Qué animales necesitamos para nuestra alimentación? ¿Qué producen?* (What animals do we need as food? What do they make?) *¿Estos animales son salvajes o domésticos?* (Are these animals wild or domesticated?)
- ▶ Have students read the title and table of contents, and allow them a moment 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?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

READING

- ▶ Discuss the text structure with students. Elicit that the book is divided into twenty-eight spreads. Each spread presents information about a pet or a farm animal. Have students leaf through the book to see how the text and illustrations are organized. Then read aloud pp. 6–7 to model pronunciation and intonation. Pause often to allow students time to observe the illustrations. After reading, ask: *¿Qué necesitan las gallinas?* (What do chickens need?) *¿Cómo se protege a las gallinas de enfermedades?* (How are chickens protected from diseases?) *¿Cómo es la vida de las gallinas en las grandes granjas de producción, buena o mala? Citen del texto para apoyar su respuesta.* (What is life like for chickens in large factory farms, good or bad? Quote from the text to support your answer.)
- ▶ Use the spread about parrots on pages 14–15 to guide students on how to draw inferences and make predictions. Before reading, ask: *¿Creen que los loros pueden hablar? ¿Por qué?* (Do you think parrots can talk? Why?) Read the introduction on page 14 and ask: *¿Entienden realmente los loros lo que les “dicen” a los humanos? Justifiquen su respuesta.* (Do parrots actually understand what they “tell” humans? Justify your answer.) Do a choral reading of the rest of the spread, and then ask: *¿Quedarse solo afectaría negativamente a un loro? ¿Por qué?* (Would being alone have a negative impact on a parrot? Why?) *Basándose en la conclusión de Irene Pepperberg, mencionen tres cosas que ustedes creen que los loros grises podrían hacer.* (Based on Irene Pepperberg’s conclusion, tell three things you think grey parrots would be able to do.)
- ▶ Choose and assign different spreads to different student pairs. Provide them with index cards and have them make notes for themselves as they read. Students should list important details, and note the main idea and any words or phrases whose meaning they cannot determine. After they finish reading their assigned spread, have students prepare to teach it to another pair. Use a group quiz to encourage students to work collaboratively and to assess comprehension and analysis of the text. Some examples of questions include: *¿De qué trata el texto?* (What is the text about?) *¿Cuáles son los detalles más importantes? ¿Por qué son importantes?* (What are the key details? Why are those details important?) *¿Cuál es la idea principal? Resúmanla en una oración.* (What is the main idea? Summarize it in a sentence.)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences. Ask: *¿Por qué los perros esconden comida?* (Why do dogs hide food?) *Da dos ejemplos de aves de corral. ¿Cuáles son algunas de sus características?* (Give two examples of poultry. What are some of their characteristics?) *Da un ejemplo de un buen cazador. ¿Qué características lo ayudan a cazar?* (Give an example of a good hunter. What features help it hunt?)

AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask: *¿Cómo se establece una jerarquía entre los perros?* (How is a hierarchy between dogs established?) *Explica cómo llega la leche hasta nuestra casa.* (Explain how milk gets to our homes.) *¿Qué problemas podría tener un animal gregario si se le aparta de su grupo? Da ejemplos.* (What problems might a gregarious animal have if it is isolated from its group? Provide examples.)

ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask: *¿Qué problemas podrían surgir entre los animales que viven en las ciudades y el ser humano? ¿Por qué?* (What problems might arise between the animals that live in urban areas and humans? Why?) *¿Qué impacto tiene en los animales la producción en masa en grandes granjas? Cita evidencias del texto para apoyar tu opinión.* (What impact does factory production in large farms have on animals? Quote evidence from the text to support your opinion.)

POST-READING

- ▶ Explain that understanding how two things are alike (*comparar*) and how they are different (*contrastar*) helps us connect ideas together. Focus students' attention on the spreads on pages 36–37 and 56–57, and then ask: *Mencionen tres semejanzas entre las ovejas y las cabras. Luego mencionen dos diferencias.* (Tell three similarities between sheep and goats. Then tell two differences.) *¿Cuál de los dos animales es mejor para producir lana? ¿Y para producir leche?* (Which of the two animals is better for wool production? And for milk production?)
- ▶ Have students reread the spreads on pages 8–9 and 46–47. Distribute a Venn diagram (Graphic Organizer #6) and ask students to fill in the diagram comparing and contrasting dogs and cats as they reread the text. Then, have students present their diagrams to a classmate and discuss the differences (*diferencias*) and similarities (*semejanzas*) between these two pets. Encourage partners to add information or make suggestions or corrections, as appropriate. ✓
- ▶ Revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) from the Pre-reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Con qué propósito creen que la autora escribió el libro?* (What was the author's purpose for writing this book?)

CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students work collaboratively in small groups to create and make a presentation about one of the processes explained in the text (e.g., *cómo procesan la comida los rumiantes, cómo se extrae la miel, cómo se desarrolla un pollito, cómo llega la leche a nuestra casa*). You may wish to assign the topics to avoid duplication of information. If available in your classroom, encourage students to use technology (e.g., slide presentation, online images, interactive whiteboard) for their presentations. Require that all students in the group participate in the presentation. Encourage them to use the domain-specific vocabulary they have learned in their presentations. ✓
- ▶ Have small groups of students classify the animals by their main function. Have students fill out a four-column chart (Graphic Organizer #32), labeling the columns with these headings: *Alimento, Compañía/Entretenimiento, Trabajo, Vestido/Calzado*. Explain that some animals may fit several categories. Once they finish, have students present their completed charts to the class and explain their choices.
- ▶ Have students conduct a real-life observation of one of the pets or farm animals described in the book. If they do not have access to an animal at home or among the people they know, suggest that they visit a petting zoo, or even a pet shop. Ask students to keep a journal to jot down their observations. If appropriate, suggest that they take pictures of the animal. Then, have them use their journals and what they recall from their observations to compare and contrast the animal they observed with the descriptions of the same animal in the book. Invite students to share their observations and comparisons with their classmates.

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a procedural composition to explain how to do something. Suggest these topics: *Cómo criar una gallina* (pp. 6–7), *Cómo extraer la miel* (pp. 24–25), *Cómo cuidar un hámster* (pp. 40–41), *Cómo montar y mantener una pecera* (pp. 50–51). In addition to using their notes, presentation, and the text, have students consult reference sources to gather additional information and to verify the accuracy of their instructions. Remind students to provide a list of sources at the end of their composition. Explain that a good procedure composition is well organized, with clear transitions between steps, so that readers can easily follow the instructions. Ask students to develop an outline with a list of steps in the correct sequence. This outline will serve as the basis for their composition. Encourage students to include drawings, images, and/or diagrams. Guide and assist them through the writing process. Invite students to share their final work with their classmates. ✓



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 Completa las oraciones con la palabra correcta.

albergan

amortiguar

gregarios

recovecos

sigilosamente

succiona

1. El gato camina sigilosamente para que no lo oigan.
2. Al caer, los gatos acomodan su cuerpo para amortiguar el golpe.
3. Algunas aves se meten en recovecos para refugiarse.
4. El ternero succiona la leche de su madre.
5. Las colmenas albergan colonias de abejas.
6. Los caballos son animales gregarios.

B Marca C (cierto) o F (falso).

1. Un animal **vivaz** se pasa el día durmiendo.
2. **Subordinación** es dirigir a alguien.
3. **Cobijo** es un lugar bajo techo para refugiarse.
4. Si algo se hace con **asiduidad**, se hace con frecuencia.

C	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Corrige las oraciones falsas.

Un animal vivaz tiene mucha energía.

Subordinación es el estado de quien depende de otro.

C Añade la parte de la palabra adecuada y define las palabras.

semi

gono

pató

poli

1. pató geno: que provoca enfermedades
2. poli facético: que tiene muchas habilidades
3. hexá gono : figura de seis ángulos y seis lados
4. semi árido: árido o seco, pero no completamente



Nombre _____

Comprensión lectora

A Contesta.

1. Menciona cuatro animales que se crían porque proporcionan alimento y dos que nos dan compañía.

Possible answer: Alimento: gallinas, vacas, cabras, cerdos.

Compañía: perros, gatos.

2. ¿Qué significa "rumiante"? Da dos ejemplos de animales rumiantes.

Possible answer: Es un animal que regurgita el alimento y lo vuelve a masticar.

Las vacas y las ovejas son ejemplos de rumiantes.

3. Da dos ejemplos de animales que se han adaptado a la vida urbana y di cómo se han adaptado.

Possible answer: Los búhos: hacen nidos en los edificios. Los patos: viven en los lagos de las ciudades, donde la gente los alimenta.

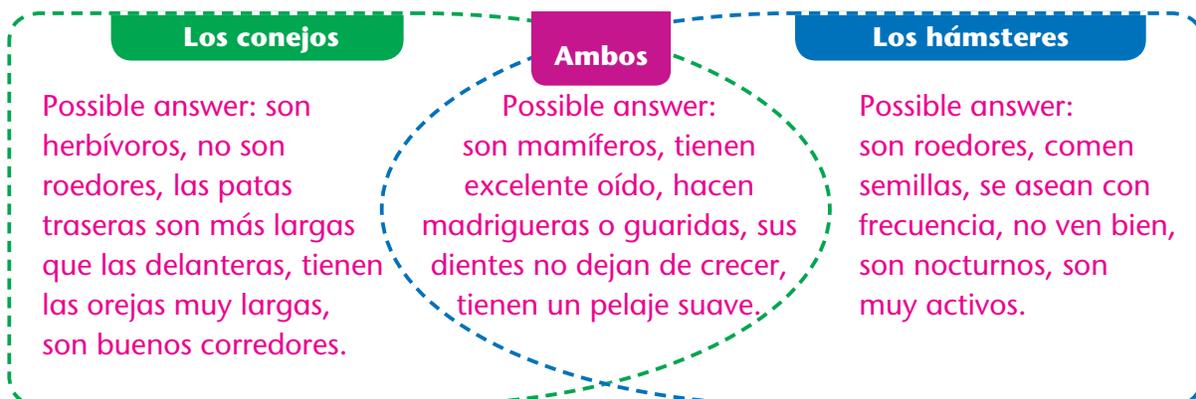
4. ¿Qué tienen en común todos los animales del texto?

Possible answer: Son animales domésticos.

B Completa las oraciones con una semejanza y una diferencia entre los animales que se mencionan.

1. Tanto el caballo como el perro tienen jerarquías. Sin embargo, el caballo es herbívoro, mientras que el perro es omnívoro.
2. Tanto los loros como los canarios son aves. Sin embargo, los loros imitan los sonidos, mientras que los canarios cantan.

C Compara y contrasta estos dos animales.





Nombre _____

Vocabulario

A Completa las oraciones con la palabra correcta.

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gregarios

recovecos

sigilosamente

succiona

1. El gato camina _____ para que no lo oigan.
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5. Las colmenas _____ colonias de abejas.
6. Los caballos son animales _____.

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C	F
<input type="checkbox"/>	<input type="checkbox"/>

Corrige las oraciones falsas.

C Añade la parte de la palabra adecuada y define las palabras.

semi

gono

pató

poli

1. _____geno: _____
2. _____facético: _____
3. hexá_____ : _____
4. _____árido: _____



Nombre _____

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