



Lesson Plan and Activities

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



Un día más y otras historias

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COMPLEXITY

F&P Guided Reading Level R / Lexile Level 870L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Short Stories

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Recognize a literary text.
- Analyze the structure of a text.
- Identify and discuss problems and solutions.
- Identify and explore cause and effect relationships.
- Recognize the use of personification.
- Recall information to analyze cause and effect.
- Identify the author's message.
- Use word structure to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Summarize and retell a story.
- Dramatize a story.
- Write to propose solutions to a problem.



Together we foster lifelong readers

MATERIALS

- large index cards
- *Causa y Efecto, Tabla de dos columnas* (Graphic Organizers #4 and #30)*
- bingo cards with vocabulary terms
- drawing materials: pencils, paper, markers, crayons, etc.
- construction paper
- old magazines, scissors, glue

SUMMARY

This book introduces the reader to ten animals unique to South America and whose existence is endangered by the loss of their habitat, hunting, tree felling, and pollution. In each chapter, a different animal has a life-threatening experience due to these problems. However, there is hope that knowledge of these animals and awareness of their uncertain future will prompt humans into action to save and protect them.

STANDARDS

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

SLAR TEKS 4.1.A, 4.2.A, 4.2.B, 4.2.E, 4.6.A, 4.6.B, 4.9.A, 4.11.C, 4.15, 4.19.A, 4.20.A.(iv), 4.20.C, 4.22.C, 4.23.B, 4.24.A.(ii), 4.24.A.(iii), 4.24.D, 4.27.A, 4.28.A, 4.29.A

Science TEKS 4.2.C, 4.3.C, 4.7.A

Social Studies TEKS 4.6.A, 4.21.B–D, 4.22.D

NGSS 4-ESS3-2

NCSS III. People, Places, and Environments

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

adherido – *pegado* / stuck on
ascender – *subir* / to rise
cavidad – *hueco* / hollow space
despavorido – *muerto de miedo* / terrified
divisar – *ver a la distancia* / to sight,
to make out
impenetrablemente – *de manera que se
vuelve imposible* / impenetrably
introducir – *meter algo en otra cosa* / to insert
presentir – *tener la sensación de que algo va a
suceder* / to have a feeling
reproducirse – *tener hijos o crías* / to breed
retumbar – *hacer un gran ruido que resuena* /
to resound
rígido – *duro, que no se puede doblar* / rigid
rondar – *andar por un lugar dando vueltas* /
to wander around
vistoso – *que es atractivo y llama la atención* /
attractive

Advanced Vocabulary

carroña – *carne podrida* / carrion
cuenca – *territorio cuyas aguas fluyen a
un mismo río* / basin
desovar – *poner huevos* / to lay eggs
extinción – *cuando algo desaparece poco a
poco hasta dejar de existir* / extinction
ilícito – *que no está permitido legalmente,
ilegal* / unlawful
occidental – *del Oeste* / western
oriental – *del Este* / eastern
presa – *animal que sirve de alimento a otro* /
prey
rapaz – *que se alimenta de cazar a otros
animales* / predatory
tala – *corte de los árboles* / tree felling
traficar – *comerciar con algo de forma ilegal* /
to traffic
ulular – *dar aullidos o alaridos* / to howl

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



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description 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., *causa, contexto, efecto, estructura, proverbio, personificación, prefijo, problema, sufijo, solución*) and instruction words, such as *analiza, cita, clasifica, comparte, completa, define, describe, evalúa, explica, infiere, justifica, organiza, presenta, represente, resume, revisa*.
- Ask students to take turns explaining in their own words to a partner what each word means. Monitor and correct students' explanations as necessary. Encourage them to use context clues and illustrations from the book as they come up with their own definitions.
- Remind students that analyzing the structure of a word will help them figure out its meaning. Point out the prefix *re-* in *reproducirse* and explain that it indicates repetition of an action. Explain the meaning of *des-* (opposite), *im-/in-* (negation), and *sub-* (under) and have students find words with these prefixes in the text and explain their meanings. Point out the suffix *-mente* in *impenetrablemente* and explain that it refers to the manner in which something is done. Then have students determine the meaning of *acaloradamente* (heatedly) on page 62, *amenazadoramente* (menacingly) on page 43, *detenidamente* (thoroughly) on page 31, and *majestuosamente* (majestically) on p. 76.
- Distribute index cards and have students create word detective cards with this information: *Palabra, Oración del libro, Contexto, Mi definición, Mi oración*. Model the first card: *Adherido – “las hojas de la parte inferior del árbol tenían un velo de polvo negro adherido a ellas” (p. 88) – El polvo estaba en las hojas, así que estaba pegado a ellas. – Adherido es algo que está pegado a otra cosa. – La hormiga se quedó adherida a la miel*. Have students share their cards with a classmate and discuss their definitions and examples.
- Point out the word *ulular* in the vocabulary list and explain that it describes making a sound (“*era el ulular del jaguar*”, p. 46; “*como el ulular del viento*”, p. 67). Have students look for words that have to do with sounds or noises in the text and complete a two-column chart (Graphic Organizer #30) listing the sounds and telling who or what makes it. Examples include *bramido, chasquido, gemir, graznar, gruñir, quejido, rechistar, resoplido, and zumbido*. Then have student pairs share their lists and imitate the sounds and noises. You may wish to allow them to loop up some of the words in the dictionary.
- Explain to students that a proverb (*proverbio*) is a short phrase—usually very old—that is considered by many to be true. Divide students into small groups and assign one of these proverbs to each group: “*Al que madruga Dios lo ayuda*” (p. 32), “*A buena hambre, no hay pan duro*” (p. 36), and “*Del árbol caído todos hacen leña*” (p. 37). Have them discuss the meaning of the proverb and whether they think it is true. Then ask each group to think of a situation for which their proverb would be appropriate, and act out a short dialogue using the proverb.
- Play a game of vocabulary bingo with students. Prepare bingo cards with the words presented in the vocabulary section. The objective would be to be the first student to get bingo by matching the definition given by you to the vocabulary word on their bingo card.

READING

PRE-READING

- ▶ Explain that many animals, such as the panda, Siberian tiger, and Asian elephant, are in danger of extinction. Discuss with students what happens to endangered animals and why they are in such a situation. Ask: *¿Qué le ocurre a un animal cuando está en peligro de extinción: hay muchos o pocos? ¿Qué sucede en su hábitat: está a salvo y encuentra comida fácilmente?* (What happens to an animal when it is in danger of extinction: are there many or just a few? What happens in its habitat: is it safe and animals find food easily?) *¿Por qué están algunos animales en peligro? ¿Qué o quiénes son responsables?* (Why are some animals endangered? What or who is responsible?)
- ▶ Have students read the title and table of contents, and then give them 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?)
- ▶ 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 with students the organizational pattern and text structure of this book. Elicit that the book is divided into ten sections—one for each animal. Explain that each section begins with information about the animal. These informational pages are followed by a fictional story about a life-threatening experience each animal had.
- ▶ Do a read-aloud of the informational passage on page 12 to familiarize students with the text and to model pronunciation and intonation. Read through the text the first time for flow. After a second reading, ask: *¿Qué tipo animal es el chorongo? ¿Dónde habita?* (What kind of animal is the chorongo? Where does it live?) *Mencionen cuatro características del chorongo. ¿Qué quiere decir “cola prensil”?* *Explíquenlo con sus propias palabras.* (Tell four characteristics of the chorongo. What does “prehensile tail” mean? Explain it in your own words.) *¿Por qué está en peligro el charango? ¿Quiénes son responsables?* (Why is the chorongo endangered? Who is responsible?)
- ▶ Have students read the rest of the informational passages in pairs. The reader can ask the listener for help with a difficult passage or unknown words.
- ▶ Distribute ten index cards to each student pair and have them complete one card for each animal. The cards should have the following information: *animal, hábitat, características, alimento, por qué está en peligro*. Model the first card for students. Encourage students to use these cards in their discussions and activities.
- ▶ Instruct students to read each fictional story independently. Provide them with a two-column chart (Graphic Organizer #30) and have them label the columns, *Problema* and *Solución*. As they read, have students list the problem the animal faced and how it was resolved. After they finish reading each story, have students come together for a class discussion. Ask: *¿Qué problema tuvo este animal? ¿Quién o qué fue responsable?* (What problem did this animal have? Who or what was responsible?) *¿Cómo se resolvió el problema?* (How was the problem resolved?) *¿Qué se puede hacer para que no se repita este problema? Den un ejemplo de una idea o solución que se infiera del texto.* (What can be done so that this problem does not happen again? Provide an example of a solution or idea that is inferred in the text.)
- ▶ Explain that sometimes authors give human characteristics to an animal or an object. This is called personification (*personificación*). Animals in the stories in this book talk and express their emotions as if they were human. For example: “—Tengo miedo, mami —se quejó el monito” (p. 15). Have students look for three additional examples of personification and write them in their notebooks. Ask students to share their examples and justify their choices.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Have students answer these or similar questions to check their comprehension of the text. Allow them to answer with short phrases or incomplete sentences. Ask: *¿Cuál parece ser el problema de todos los animales en los cuentos? ¿Quiénes son los responsables del problema?* (What seems to be the problem of all the animals in the stories? Who is responsible for the problem?) *¿Cómo se sienten los animales? Den dos ejemplos del texto que muestren los sentimientos de los animales.* (How are the animals feeling? Provide two examples from the text that show their feelings.) *¿Quiénes pueden ayudar a los animales? Expliquen por qué.* (Who can help the animals? Explain why.)

AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text. They should be able to answer using short sentences. Ask these or similar questions: *Predigan qué les sucederá a los animales si los problemas no se solucionan. ¿Por qué creen eso? ¿Cómo se los indica el texto?* (Predict what will happen to the animals if the problems are not resolved. Why do you think that? How does the text show you that?) *¿Qué animales creen que tienen un futuro más incierto? ¿Por qué? Den ejemplos del texto para apoyar su respuesta.* (What animals do you think have the most uncertain future? Why? Provide examples from the text to support your answer.) *¿Cuál es el mensaje de este libro? Den un ejemplo para apoyar su respuesta.* (What is this book's message? Provide an example to support your answer.)

ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *Expliquen cómo sería el mundo si todos estos animales se extinguieran.* (Explain what the world would be like if all these animals became extinct.) *¿Por qué dice el cóndor viejo: Nosotros [...] somos un símbolo de los ideales de los humanos y tenemos la obligación de recordárselo" (p. 83)? ¿A qué ideales se refiere?* (What does the old condor mean by, "We are a symbol of humans' ideals and must remind them"? What ideals is the condor referring to?) *¿Qué tipo de medidas recomendarían para ayudar a salvar a estos animales? ¿Por qué creen que serían efectivas?* (What kind of measures would you recommend to help save these animals? Why do you think those measures would be effective?)

POST-READING

- ▶ Explain that each action (cause) has consequences (effects). Model an example: *Cuando tiramos basura a los ríos (causa), se contaminan y los animales que viven en esos ríos se enferman y mueren (efectos).* (When we throw garbage in rivers [cause], they become polluted and the animals that live there get sick and die [effects].) Discuss and analyze cause and effect relationships with students. Ask: *¿Cuál es un efecto de talar los bosques donde vive el tucán?* (What is one effect of cutting down the forests where the toucan lives?) *¿Cuál es una de las causas de que los jaguares estén en peligro de extinción?* (What is one of the causes of jaguars being endangered?) *Mencionen un efecto de la extinción de uno de los animales del libro.* (Tell an effect of the extinction of one of the animals in the book.)
- ▶ Ask students to read one of the chapters again, paying special attention to cause and effect relationships. Next, have students use their cards and charts from the Reading section and the information in the text to fill in a cause and effect chart (Graphic Organizer #4) for the chapter they just reread. Then have student pairs discuss their graphic organizers, evaluating and explaining their choices. ✓

- ▶ Have students choose one of the stories and write a four-sentence summary of the problem the animal had and its solution. Then, ask students to use their summaries to help them retell the story in small groups. You may wish to assign different stories to students so that they have different stories to retell. ✓
- ▶ Ask students: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Qué mensaje creen que nos quiere dar la autora?* Citen del texto para justificar su respuesta. (What message do you think the author wants to give us? Quote from the text to justify your answer.)

▶ CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have student pairs create a poster for one of the animals described in the book. Assign a different animal to each pair. Distribute construction paper and allow pairs time to plan their poster. They need to decide which elements they will include to show its habitat and the threats it faces. Students can create their own drawings or use a combination of different sources for images. Have them add labels and headings as appropriate. Then, invite students to present their finished posters to the class. Encourage students to use the science vocabulary they have learned (*desovar, extinción, presa, rapaz, reproducirse, tala, etc.*) ✓
- ▶ Point out the words *occidental* and *oriental* in the vocabulary list. Have students go over the informational passages and list related words they find (e.g., *noroccidental, suroccidental*). Explain that these terms refer to the cardinal points. For example: *occidental: Oeste; suroccidental: Suroeste*. Have students draw a compass rose on a sheet of paper, and then ask them to label the cardinal points.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a problem-solution essay about one of the issues faced by one of the animals presented in the book. Encourage students to create an outline before they begin writing. Suggest this structure: I. Introduction stating the problem and a thesis arguing for the need for a solution; II. Body—consisting of two paragraphs—proposing solutions; III. Conclusion stating the importance of the issue and restating the thesis. In addition to using their graphic organizers, posters, and the text, have students consult other sources (e.g., an encyclopedia, a science book about animals) to verify the accuracy of the information. Remind students to provide a list of sources at the end of their essays. Guide students through the writing process by supporting them in planning their writing, developing a draft, revising and editing it, and producing their final work. 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.

- | | | |
|---------------|-------|--------------|
| 1. vistoso | _____ | a. duro |
| 2. cavidad | _____ | b. meter |
| 3. adherido | _____ | c. atractivo |
| 4. rígido | _____ | d. subir |
| 5. ascender | _____ | e. hueco |
| 6. introducir | _____ | f. pegado |

B Completa las oraciones con la palabra correcta.

divisó

despavorido

presintió

retumbó

rondaba

- El ruido de los animales retumbó en la selva.
- La tortuga presintió el peligro y se fue del lugar.
- El armadillo corrió despavorido cuando vio al cazador.
- El oso rondaba el campamento en busca de comida.
- El tucán divisó a Catalina en un árbol y voló hacia ella.

C Explica con tus propias palabras este proverbio: "A buena hambre, no hay pan duro". Luego dibuja una escena que ilustre el proverbio.

Answers will vary.



Nombre _____

Comprensión lectora

A Completa las fichas de estos animales.

1. Oso de anteojos



Hábitat: bosques andinos

Características: cuerpo macizo, patas cortas y pelaje negro

Alimento: plantas, conejos, ratones

2. Cóndor



Hábitat: los Andes

Características: cabeza roja pelada, plumaje negro

Alimento: carroña

B Completa esta tabla para explicar las causas de que estos animales estén en peligro de extinción.

Causa	Animal en peligro de extinción
contaminación de los ríos donde vive	Delfín amazónico
tala de los bosques, perseguido por los comerciantes de aves	Tucán andino
cacería por su piel, destrucción de su hábitat	Jaguar
la comen, contaminación de las playas donde anida	Tortuga verde

C Contesta.

1. ¿Qué problema tienen todos los animales de este libro?

Todos están en peligro de extinción.

2. Menciona tres soluciones. Cita ejemplos del libro para apoyar tu respuesta.

Possible answers: reducir la contaminación, no talar los bosques, no cazar ni comer a los animales en peligro de extinción



Nombre _____

Vocabulario

A Une.

- | | |
|---------------|--------------|
| 1. vistoso | a. duro |
| 2. cavidad | b. meter |
| 3. adherido | c. atractivo |
| 4. rígido | d. subir |
| 5. ascender | e. hueco |
| 6. introducir | f. pegado |

B Completa las oraciones con la palabra correcta.

divisó

despavorido

presintió

retumbó

rondaba

1. El ruido de los animales _____ en la selva.
2. La tortuga _____ el peligro y se fue del lugar.
3. El armadillo corrió _____ cuando vio al cazador.
4. El oso _____ el campamento en busca de comida.
5. El tucán _____ a Catalina en un árbol y voló hacia ella.

C Explica con tus propias palabras este proverbio: "A buena hambre, no hay pan duro". Luego dibuja una escena que ilustre el proverbio.



Nombre _____

Comprensión lectora

A Completa las fichas de estos animales.

1. Oso de anteojos



Hábitat: _____

Características: _____

Alimento: _____

2. Cóndor



Hábitat: _____

Características: _____

Alimento: _____

B Completa esta tabla para explicar las causas de que estos animales estén en peligro de extinción.

Causa	Animal en peligro de extinción
	Delfín amazónico
	Tucán andino
	Jaguar
	Tortuga verde

C Contesta.

1. ¿Qué problema tienen todos los animales de este libro?

2. Menciona tres soluciones. Cita ejemplos del libro para apoyar tu respuesta.
