



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

Verde fue mi selva

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COMPLEXITY

F&P Guided Reading Level R / Lexile Level 790L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Myths and Legends

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Read and demonstrate comprehension of a literary text.
- Identify the author's purpose.
- Recognize and understand similes and metaphors.
- Determine and discuss the theme of the book.
- Use word structure and context clues to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Participate in a whole-class discussion.
- Present information.
- Research the Amazon rainforest flora and fauna.
- Write an original story and share it.



Together we foster lifelong readers

MATERIALS

- *Red de palabras, Tabla de cuatro columnas* (Graphic Organizers #26 and #32)*
- map of South America, showing Ecuador and the Amazon region
- index cards
- construction paper
- drawing materials: pencils, paper, markers, crayons, etc.

SUMMARY

This book is a collection of short stories about different indigenous groups who inhabit the Amazon region of Ecuador. These communities have developed a deep understanding of the plants and animals that surround them and have learned to find what they need in the rainforest. The rainforest is also present in their numerous legends and myths, which they pass on to their children. However, there are threats from the outside world, and this unique and wonderful environment needs protecting.

STANDARDS

SLAR CCSS RL 4.1, RL 4.2, RL 4.4, RF 4.3.a, RF 4.3.b, RF 4.4.b, RF 4.4.c, W 4.3, W4.4, W 4.5, W 4.7, SL 4.1, SL 4.4, SL 4.5, L 4.1.h, L 4.2.d, L 4.2.g, L 4.3, L 4.4.a, L 4.4.c, L 4.5.a, L 4.6

SLAR TEKS 4.1.A, 4.2.B, 4.2.E, 4.3.A, 4.6.A, 4.8.A, 4.9.A, 4.15.B, 4.16.A, 4.20.C, 4.21.C, 4.24.A.(ii), 4.24.A.(iii), 4.24.D, 4.26.A, 4.27.A, 4.29.A

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

Science TEKS 4.9, 4.10

NGSS 4-ESS2; 4-ESS3

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

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

altivo – *orgullosa, soberbio* / arrogant

consternado – *entristecido* / saddened

contrincante – *oponente, contrario* / opponent

emitir – *echar algo hacia fuera* / to let out

estremecerse – *asustarse, sobresaltarse* /
to shiver

frenesí – *agitación, locura* / frenzy

fusionar – *unir, juntar* / to unite, join

incorporarse – *levantar el tronco una persona
que está acostada hasta quedar sentada o
reclinada* / to sit up

internarse – *entrar o penetrar en el interior de
un espacio* / to penetrate

intruso – *alguien que se mete en un lugar sin
permiso* / intruder

retroceder – *dar marcha atrás* / to move back

situarse – *colocarse en un lugar* / to put oneself

Advanced Vocabulary

ancestral – *de origen muy antiguo* / ancestral

blandir – *mover un arma en el aire* / brandish

carabina – *rifle corto* / carbine

cerbatana – *tubo en el que se meten flechas o
dardos que salen disparados al soplar por un
extremo* / blowpipe

comuna – *en Ecuador, agrupamiento de
comunidades que tienen tierras en común* /
commune

encantamiento – *hechizo, fórmula con poderes
mágicos* / spell

liana – *planta enredadera y trepadora de las
zonas tropicales* / vine, liana

machete – *cuchillo grande y ancho, más corto
que una espada* / machete

mitología – *conjunto de leyendas de una cultura
/ mythology*

talar – *cortar árboles* / to fell

* To download the Spanish Graphic Organizers in 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., *metáfora, símil, tema*) and instruction words, such as *cita, explica, inferre, justifica, predice*.
- Ask students to explain what each word means in their own words. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra, Mi definición, Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- Remind students that analyzing context clues will help them figure out the meaning of words. Sometimes the author provides examples, explanations, or synonyms to clarify the meaning of words. For example: *animistas: piensan que al morir se convierten en ciervos; que los árboles, los animales y las piedras hablan* (p. 40). Have students use the context clues to explain the meaning of these words: *achiote* (p. 119), *chacra* (p. 102), *chicha* (p. 28), *savia* (p. 126), *shaman* (p. 100), and *tabú* (p. 49).
- Point to the word *incorporarse* (to sit up) in the vocabulary list and explain that it can also mean *integrarse* (to join up) and *añadir* (to add). Context clues help determine the meaning of multiple-meaning words. Then, distribute four word webs (Graphic Organizer #26) to each student and have him/her write these words in the central ovals: *bochorno, introducir, lengua, prender*. Next, have students add the definitions they know for these words to their webs. Then, have them look up these words in a dictionary and add other definitions in the remaining ovals. Finally, have students analyze how these words are used in the text and determine which definition applies in each case: *bochorno* (sweltering) on page 41, *introducir* (to put into) on page 29, *lengua* (tongue) on page 47 and (language) on page 57, *prender* (to light) on page 45. Have students write a sentence with each meaning.
- Point out words that may cause students spelling difficulties. For example: *bello* (beautiful) and *vello* (fuzz) on page 105; *casa* (house) on page 12 and *caza* (hunting) on page 51; *ciervo* (deer) on page 17 and *siervo* (servant); *sabia* (wise woman), *sabía* (he/she knew) on page 16, and *savia* (sap) on page 126; *tubo* (pipe) on page 111 and *tuvo* (had) on page 71. Then have students write sentences with these words.
- Form several teams to play vocabulary charades. Write the vocabulary terms on strips of paper and place them in a bag. Students draw a word from the bag and act it out.

READING

PRE-READING

- ▶ Show students a map of South America and focus their attention on the Amazon region. Ask: *¿Qué es la Amazonía o selva del Amazonas? ¿Dónde está ubicada? Señálenla en el mapa.* (What is the Amazon? Where is that rainforest located? Point to it on the map.) *¿Qué países de Suramérica tienen regiones en la Amazonía?* (What countries in South America have some regions in the Amazon?) *¿Cómo es la Amazonía?* (What is the Amazon like?)
- ▶ Ask students to read the title and the table of contents, and look at the illustrations. Then have them set a purpose for reading. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

READING

- ▶ Explain that the book is a collection of short stories about different indigenous peoples who inhabit the Amazon region of Ecuador. Show students a map of South America and focus their attention on the eastern region of Ecuador. Then read aloud the prologue on pages 7–9 to familiarize students with the book and the author's purpose for writing it. Ask: *¿Qué es un prólogo?* (What is a prologue?) *¿Cómo es la región del Oriente de Ecuador?* (What is Ecuador's eastern region like?) *¿Cómo ayuda el libro a conocer mejor la selva y sus pueblos?* (How does the book help readers know the rainforest and its peoples better?)
- ▶ Explain that a short passage before each story provides information about the indigenous culture featured in the story. Then do a read-aloud of the informational passage on page 10 and the story on pages 11–27. Ask: *¿Qué es la bola de fuego que vio Tetsém?* *¿Cómo obtuvo vida?* (What is the ball of fire that Tetsém saw? How did it become alive?) *¿Por qué el grupo de Tetsém va a iniciar una guerra?* *¿Cómo se preparan?* (Why is Tetsém's group starting a war? How do they get ready?) *¿Cómo logró Tetsém impedir la guerra?* *¿Quién la ayuda?* (How did Tetsém prevent the war? Who helped her?) *¿Por qué hay que tratar las palabras con cuidado?* *¿Qué poder tienen?* (Why do we have to handle words carefully? What power do words have?)
- ▶ Divide the class into six groups and assign each group these pages: 1. Achuar (pp. 10–47), 2. Shuar (pp. 48–77), 3. Huaorani (pp. 78–87 and pp. 143–152), 4. Siona-Secoya (pp. 88–109), 5. Quichuas del Oriente (pp. 110–129), and 6. Cofán (pp. 130–142). Provide each group with a four-column chart (Graphic Organizer #32) and have them label the columns *Lugar donde viven*, *Población*, *Creencias y mitos*, *Forma de vida (alimento, vestido, costumbres, etc.)* As they read, students should fill in their charts with appropriate information about their assigned Amazon people. In addition to the charts, provide index cards to the groups and have them note the main topic, list important details, and list any words or phrases whose meaning they cannot determine. After students finish reading their assigned text, have a whole-class discussion. Ask these or similar questions: *¿De qué pueblo de la Amazonía se habla? Mencionen algunas de sus características.* (Which Amazon people are mentioned? Tell some of the their characteristics.) *¿Cuáles fueron los sucesos principales del cuento?* (What were the main events in the story?) *¿Cuál es la idea principal del cuento?* *¿Qué se los indica?* (What is the main idea of the story? What tells you that?)

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: *Menciona una cosa que comen los Achuar.* (Tell one thing the Achuar people eat.) *¿Quién es Washí? ¿Qué problema tenía? ¿Cómo se resolvió?* (Who is Washí? What problem did he have? How was the problem solved?) *¿Qué cree el pueblo Siona sobre los tigres?* (What do the Siona people believe about tigers?)

AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask these or similar questions: *Explica cómo ven el juego los niños Huaorani: “Tampoco hay ganadores ni perdedores porque no conocen lo que es competencia”* (p. 80). (Explain how Huaorani children see playing: “There are no winners or losers because they don’t know what competition is.”) *¿Por qué es tabú para los Shuar cazar a una hembra con crías? ¿Qué efectos tendría en la fauna si se pudieran cazar esos animales?* (Why is it taboo for the Shuar people to hunt a female animal and its babies? What effects would hunting those animals have on the fauna?)

ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Por qué se creen los Achuar “los dueños de la selva”* (p. 47)? *Justifica tu respuesta con ejemplos.* (Why do the Achuar people see themselves as “the owners of the rainforest”? Justify your answer with examples.) *¿Cómo usan los indígenas los recursos de la selva? ¿Es un uso responsable? Cita evidencias.* (How do the indigenous people use the rainforest resources? Is it a responsible use? Cite text evidence.)

POST-READING

- ▶ Explain that the theme of a book is the central idea or message that the author wants the reader to understand. Readers have to look at the plot, characters, setting, etc. to infer the theme. Help students see that the theme of this book is the importance of protecting the rainforest and respecting the people who live there. Ask: *¿Cómo es la relación de los pueblos de la Amazonía con los animales y las plantas?* (What is the relationship of the Amazon people with animals and plants like?) *Expliquen esto que dice Tumtuan: “La selva es nuestro hogar”* (p. 77). (Explain what Tumtuan says here: “The rainforest is our home.”) *¿Por qué esto es un problema: “Los extranjeros regresaron. [...] Quieren tierra. Esta tierra”?* (p. 145) (How is this a problem: “The foreigners came back. [...] They want land. This land”?) *¿Cuál es el tema de este libro? ¿Por qué creen eso?* (What is the theme of this book? Why do you think that?) ✓
- ▶ Remind students that a simile (*símil*) is a comparison the writer makes between two unlike things using the word *como* (like). For example: *“[la palabra] rebotaba de un lado al otro como una pelota de caucho”* (p. 11). In this example, the writer compares a word to a rubber ball. Then explain that a metaphor (*metáfora*) is also a comparison, but without using the word *como*. For example: *“el sol dejó de existir”* (p. 43). In this example, the writer compares the sun to a living thing that dies. Have students look for similes on pages 25, 92, and 99 and for metaphors on pages 43 and 83. Then have them get together with a classmate and discuss what two things each simile and metaphor compares. ✓



**CONNECTION WITH CONTENT AREAS:
SOCIAL STUDIES, SCIENCE**

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Have small groups consult a map of South America and copy the map of Ecuador onto construction paper. Next, have them label the Amazon region (*el Oriente*) and add details (e.g., main cities, geographical features). Then ask groups to prepare an informational presentation about one of the Amazon indigenous people presented in the book. Students may need to research some additional information. Suggest reference materials and appropriate Internet websites. Remind students to keep a record of their sources and to cite them on the back of their posters. Encourage students to include images and captions, and to label the appropriate area of the Amazon on the map. Then have them present their posters to the class. ✓
- ▶ Have students work with a partner to research one of the rainforest plants (e.g., *guayusa*, *achiote*, *árbol de balsa*, *araña-caspi*) or animals (e.g., *colibrí*, *tigrillo*, *loro cabeza azul*, *anaconda*) mentioned in the book. Students should create an informative brochure in which they include pictures or drawings, some technical data about the plant or animal, conservation status (i.e., whether it is endangered or not), legends or beliefs that might exist regarding the plant or animal, and any other interesting information they found. Monitor students' work and assist them as needed. Then allow students time to look at each other's brochures.

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students choose one of the myths or beliefs from one of the indigenous cultures presented in the book (e.g., when people die they turn into deer, the Moon is a boy called Rebao, tigers go to heaven when they die, men can marry tigers), and write their own story based on the myth. Students' stories should be four paragraphs in length and must have a beginning, middle, and an end. Students may wish to use one of the stories in the book as a guide. Have them create an outline in which they describe the characters and the setting, list key details, summarize the plot, and come up with some dialogue lines. Then have students use their outlines to write their story. Encourage students to add an illustration to their writing. Guide and assist them through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. Invite students to share their stories with the class in a storytelling session. ✓



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. frenesí | a. oponente |
| 2. fusionar | b. asustarse |
| 3. altivo | c. agitación |
| 4. estremecerse | d. entristecido |
| 5. contrincante | e. orgulloso |
| 6. consternado | f. unir |

B Reemplaza las palabras en **negrita** con un verbo del recuadro y escribe la nueva oración.

incorporarse

retroceder

internarse

situarse

1. Chuji **se colocó** delante de su hermana.
situarse / Chuji se situó delante de su hermana.
2. El hombre **se levantó** para tomar un poco de agua.
incorporarse / El hombre se incorporó para tomar un poco de agua.
3. El tigre **se metió** en la selva y no lo volvieron a ver.
internarse / El tigre se internó en la selva y no lo volvieron a ver.
4. El niño **dio marcha atrás** cuando vio la silueta del tigre entre la maleza.
retroceder / El niño retrocedió cuando vio la silueta del tigre entre la maleza.

C Consulta un diccionario y escribe cuatro definiciones de esta palabra.

emitir

1. **DEFINICIÓN #1:** exhalar o echar hacia fuera
2. **DEFINICIÓN #2:** poner billetes en circulación
3. **DEFINICIÓN #3:** dar un juicio o una opinión
4. **DEFINICIÓN #4:** transmitir ondas de radio

¿Qué definición corresponde al uso de *emitir* en la página 47? ¿Cómo lo sabes?

Corresponde a la definición #1 porque en la página 47 se habla de exhalar o lanzar un suspiro.



Nombre _____

Comprensión lectora

A Contesta.

- ¿Qué pensaba al principio Chuji sobre la vacuna? ¿Por qué Ititiaj le dice que debe aceptar “la magia de los blancos”?
Possible answer: Creía que las vacunas eran malas y no se la iba a poner. Ititiaj le dice a Chuji que debe vacunarse porque esa “magia” lo protegerá de las enfermedades de los blancos.
- ¿Por qué conversan los Achuar con los árboles y con los animales?
Possible answer: Porque piensan que los árboles y los animales pueden comunicarse con los seres humanos.
- ¿Qué aprendió Kadouae? ¿Para qué le sirvió?
Possible answer: Aprendió a leer. Le sirvió para leer unos documentos del gobierno que eran importantes para su pueblo.
- ¿Qué aprendió John (el joven pelirrojo) sobre las plantas?
Possible answer: Aprendió que las plantas también sirven para curar.
- ¿Por qué los Huaorani no saben la edad que tienen? ¿Qué creen ellos del tiempo?
Possible answer: No saben la edad que tienen porque no celebran los cumpleaños. Para ellos no es importante cuánto tiempo pasa, sino las cosas que pasan en ese tiempo.

B Explica qué compara la autora en cada caso. Después indica si es símil o metáfora.

	¿Qué compara?	Símil	Metáfora
“la niña se sacudió como un perrito” (pág. 32)	la niña con un perrito	X	
“la gran selva [es] su sala de juegos” (pág. 80)	la selva con un gran salón donde se puede jugar		X
“saber las letras era como poseer una magia” (pág. 82)	saber leer con tener poderes mágicos	X	
“la orilla quedó pintada de un lodo negro” (pág. 131)	el lodo con pintura		X
“un murciélago de alas suaves como el terciopelo” (pág. 132)	las alas de un murciélago con el terciopelo	X	

C Marca la frase que describe el tema del libro.

- 1. los niños y su relación con los animales
- 2. las plantas medicinales de la selva
- 3. la importancia de proteger la selva y sus habitantes



Nombre _____

Vocabulario

A Une.

- | | |
|-----------------|-----------------|
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| 3. altivo | c. agitación |
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| 5. contrincante | e. orgulloso |
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emitir

1. DEFINICIÓN #1: _____
2. DEFINICIÓN #2: _____
3. DEFINICIÓN #3: _____
4. DEFINICIÓN #4: _____

¿Qué definición corresponde al uso de *emitir* en la página 47? ¿Cómo lo sabes?



Nombre _____

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2. ¿Por qué conversan los Achuar con los árboles y con los animales?

3. ¿Qué aprendió Kadouae? ¿Para qué le sirvió?

4. ¿Qué aprendió John (el joven pelirrojo) sobre las plantas?

5. ¿Por qué los Huaorani no saben la edad que tienen? ¿Qué creen ellos del tiempo?

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“un murciélago de alas suaves como el terciopelo” (pág. 132)			

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