



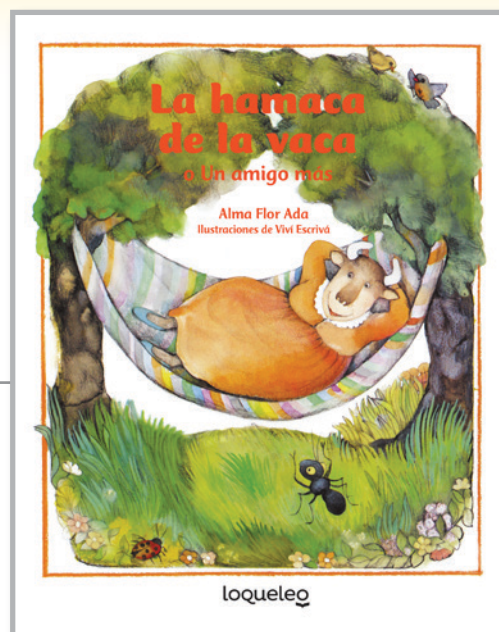
## Lesson Plan and Activities

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

### La hamaca de la vaca o Un amigo más

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### COMPLEXITY

F&P Guided Reading Level F / Lexile Level 560L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Literary Text: Fantasy

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- Ask and answer questions about details in a text.
- Retell stories including key details.
- Recognize common types of texts.
- Compare and contrast the experiences of characters in a story.
- Use illustrations and context to make predictions about a text.
- Demonstrate understanding of the organization and basic features of print.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use drawing, dictating, and writing to tell about the events in the order in which they occurred and provide a reaction to what happened.
- Continue a conversation through multiple exchanges.
- Know that nouns are words that name people, places, things, and ideas.
- Demonstrate understanding of spoken words, syllables, and sounds.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, pencils, and crayons
- flash cards, notecards
- craft sticks, glue
- images of animals to color
- *Mapa de cuento* (Graphic Organizer #16)\*

## SUMMARY

Cow has a beautiful hammock on her patio. One day her friend Ant is resting in it. Then along come Frog, Chick, and many more of her animal friends. The group keeps getting bigger and bigger! Can they all fit in Cow's hammock?

## STANDARDS

**SLAR CCSS** RL K.1, RL K.2, RL K.3, RL K.5, RL K.6, RL K.7, RL K.9, RL K.10, RF K.1, RF K.2.a, RF K.2.c, RF K.3.a, W K.3, SL K.1, SL K.2, SL K.4, SL K.6, SL K.6, L K.1, L K.6

**SLAR TEKS** K.1.G, K.3.E, K.4.A, K.4.B, K.6.A, K.6.D, K.8.A, K.8.B, K.13.E, K.14.A, K.16.A.ii, K.16.C, K.18.A, K.21.A, K.22.A, K.23.A

**NCSS** IV. Individual Development and Identity

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**agradable** – *grato; que produce satisfacción*  
/ pleasant; nice

**cabe (caber)** – *tener una cosa espacio suficiente para pasar o acomodarse bien* / to fit

**se mece (mecerse)** – *moverse lentamente de un lado a otro* / to rock

**siempre** – *todo el tiempo* / every time; always

**felices (feliz)** – *alegres* / happy

**se acerca (acercarse)** – *ponerse cerca de algo o de alguien* / to get close

**patio** – *espacio interior descubierto* / patio

**pobre** – *que nos da pena* / poor; unfortunate

**voluntad** – *intención o deseo de hacer algo*  
/ good intentions

**lugar** – *espacio* / space; room

### Advanced Vocabulary

**hamaca** – *red o lona que se cuelga de sus extremos y sirve de cama* / hammock

**sombra** – *lugar protegido del sol* / shade

**maullando (maullar)** – *dar maullidos (sonido que hace el gato)* / to meow

**ladrando (ladrar)** – *dar ladridos (sonido que hace el perro)* / to bark

**croando (croar)** – *cantar una rana o un sapo*  
/ to croak

**piando (piar)** – *cantar un polluelo* / to cheep

**cacareando (cacarear)** – *cantar una gallina*  
/ to cluck

**balando (balar)** – *dar balidos (sonido que hace la oveja)* / to baa; to bleat

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://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 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., *plural, adjetivo, sustantivo, verbo, adverbio*) and instruction words, such as *une, ordena, dibuja, escribe*.
- Review all the vocabulary words with students. Have them use each word in a sentence. Be sure students use proper grammar and language. Students should also present enough context in their sentences that someone could figure out the meaning of the word if unknown. Have students write their sentences on sentence strips and post them on the board for the class to read.
- Write the words *maullar, ladrar, croar, piar, cacarear, and balar* on notecards. Have volunteers choose a card and act out the animal sound. Then have the rest of the class guess the vocabulary word.
- Write the sentence *Yo soy feliz*. (I am happy.) on the board. Then write the sentence *Ellos son felices*. (They are happy.) Have students compare the sentences. Point out how *feliz* drops the *z* and adds *-ces* to form the plural adjective form. Explain that adjectives have to agree in number and gender with the noun they modify. Have each student write or state a sentence using the word *felices* properly. You may wish to practice changing other adjectives in a similar fashion, such as *feroz, veloz, capaz*.
- Review the different parts of speech with students. Write each vocabulary word on a notecard. Write the following words on paper: *sustantivos, verbos, adjetivos, and adverbios* (nouns, verbs, adjectives, and adverbs) and place the signs in the four corners of the room. Distribute the cards and have students work with a partner to discuss what part of speech they think their word is. Have students then stand next to the sign that they think matches their word. Have students discuss everyone's position to see if they are standing in the proper place in the room.

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Play a game of “Hangman” with the vocabulary words. Write blanks on the board for each letter of the word. Have students guess a letter. For any letter guessed correctly, write those letters in their appropriate blank. For any letter guessed incorrectly, make a list of those letters on the board and then draw one part of the hangman. Continue until the word is solved or until the hangman is drawn. Discuss with students the importance of placing the letters in their correct blanks to avoid confusion or mispronunciation of the word.
- ▶ Write the words *hamaca* and *vaca* on the board. Ask students what they have in common. Elicit *-aca*. Tell students these words rhyme because they have the same ending sound. Choose two other words from the story and have students determine if they rhyme, and explain why.
- ▶ Write the word *la* on the board. Have students say the word after you. Change the *l-* to *m-* and have students read the syllable *ma-*. Repeat with other onsets, such as *ga, pa, sa, ta, da, ra, ba, ca, ja, na, va*, etc. Have students use these syllables to form simple two-syllable words, such as *mamá, papá, pala, gata*, etc.

### PRE-READING

- ▶ Show students the front cover. Have students identify the title, author, and illustrator. Ask: *¿Qué tipo de libro es este? ¿Presenta un cuento o presenta información? ¿Puedes ver los mismos personajes en todo el libro?* (What kind of book is this? Does it tell a story or give information? Do you see the same characters throughout the book?) Explain that it is a fictional narrative that tells a story because there are characters that are trying to solve a problem.
- ▶ Conduct a picture walk through the book and have students name things that are real and not real in the pictures. Then explain that the book is *un cuento fantástico* (fantasy) because it has characters that do something that could not really happen, in this case animals that are in clothes and talk to each other. Have students name other books they have read that are also fantastic fiction and explain how those books fit in this genre.
- ▶ Have students make predictions about what will happen in the story. Record their predictions on the board and revisit them after the book is read.

### READING

- ▶ Read the story aloud to students. Be sure to demonstrate proper fluency and inflection. Have students notice the text patterns and repetitive text.
- ▶ Read page 1 to students. Ask students if they have ever lain down in a hammock. Ask students why they think people like to lay on hammocks. Elicit that it is a place to relax, most of the time in the shade. Then ask: *¿Por qué se mece feliz la hormiga? ¿Cómo creen que se siente la vaca?* (Why is the ant rocking happily? How do you think the cow feels?)
- ▶ As you read pages 2–9, point out the verbs that indicate the animals making sounds and the sound words themselves, such as *croando* and *croac, croac, croac*. Point out the similarities between the spelling and pronunciation of the verbs and the animal sounds.
- ▶ Ask students: *¿Por qué creen que la hormiga sigue diciendo “¡Siempre cabe uno más!”?* (Why do you think the ant keeps saying “There’s always room for one more!”). Elicit that the ant continues to invite her friends in the hammock so that they can all spend time together and no one feels left out.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 10 to students. Ask students: *¿Qué le pasaría a la hamaca si se sube la elefanta? ¿Por qué se espanta la hormiga? ¿Creen que la elefanta se va a subir? ¿Por qué?* (What would happen to the hammock if the elephant got in? Why was the ant afraid? Do you think the elephant will get in? Why?) Have students provide evidence to support their predictions, such as referring to the size and weight of the elephant.
- ▶ Have students look at the illustrations on pages 12–13, and see if their prediction about the elephant and the hammock was correct. Ask: *¿Creen que la elefanta tomó una buena decisión? ¿Por qué?* (Do you think the elephant made a good decision? Why?)
- ▶ Have students discuss what they would have done if they were the ant in the story. Students should tell whether or not they would have continued to invite their friends to lie in the hammock, and explain why.

## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud to students several times.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- Ask these or similar questions: *¿Quién entró en la hamaca primero?* (Who got into the hammock first?) *¿Dónde estaba la hamaca?* (Where was the hammock?)

### AT-LEVEL STUDENTS

- Read the text aloud to students. Have students repeat words and sentences after you.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Crees que la sombra de verdad es agradable? ¿Por qué?* (Do you think the shade really is pleasant? Why?) *¿En qué se diferencia cada animal? ¿Cómo se comunica cada uno?* (What is different about each animal? How do they each communicate?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to students. Then have a guided or independent reading.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Adónde crees que fue la vaca en la página 2? ¿Por qué?* (Where do you think the cow went on page 2? Why?) *¿Crees que todas las amigas son felices al final del cuento? ¿Cómo lo sabes?* (Do you think all the friends are happy at the end of the story? How do you know?)

## POST-READING

- ▶ Have the class work together to complete a story map of the book. For this activity, you may use the story *Mapa del cuento* (Graphic Organizer #16). Students should name and describe the characters, name the setting, and discuss the main points of the plot and the solution.
- ▶ Read the last line of the story again: *¡Cuando se tiene buena voluntad siempre hay lugar para un amigo más!* (When you have good intentions there is always room for one more friend!) Have students work in small groups to discuss and write down notes about if they agree with this

comment or not and to provide examples or evidence to support their views. Then have students come back together and share their notes. Create a discussion web on the board to document their comments and compare the different points of view.

- ▶ Have students color and cut images of the animals from the story. Have them glue the images on craft sticks to make puppets. You may wish to have students create masks of the animals instead. Then have students work in small groups to re-enact the story by acting out a puppet show or performing a skit. Be sure to emphasize maintaining the sequence of events in their proper order. ✓

### ▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

#### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students research the history of hammocks (where they were first made, from what material, and their use) as well as where they are most used today. Based on the information they find, have students determine why they may be used in certain parts of the world and not others.
- ▶ Have students imagine that one of the animals in the story is denied entry into the hammock. Ask them how that friend would have felt, as well as the others. Discuss the topic of friends including each other in an activity and why that is important to friendship. Have students draw a picture about a time in which their friends included them in an activity and then write 2–3 sentences about the experience. Have students share their projects with the class and then hold a discussion as to how their experiences affected their friendships. ✓
- ▶ Have students compare themselves to the ant, the cow, and the elephant in the story. First have students brainstorm a list of adjectives to describe the personalities and actions of each of the characters. For example, students can say that the ant was very inviting to her friends, the cow was generous to share her hammock, and the elephant was very smart at solving a problem. Then have students explain how they are like or not like each of the characters by drawing pictures of themselves demonstrating similar personality traits to the animals. Have students write a few sentences to describe their pictures and explain their actions. ✓

### ▶ WRITING

#### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students draw their favorite part of the story. Then have them write at least three sentences about their picture and underline all the nouns in the sentences. Next, have students present their projects to the class. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. 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.





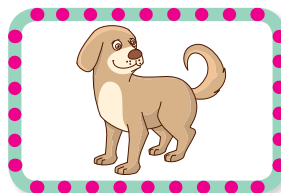
Nombre \_\_\_\_\_

## Vocabulario

**A** Une los animales con los verbos.

1. maúlla

a.



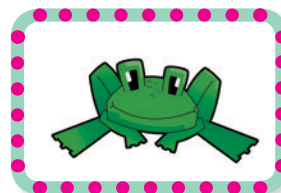
2. ladra

b.



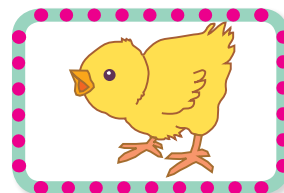
3. pía

c.



4. croa

d.



**B** Dibújate feliz con tus amigos. Escribe una oración sobre tu dibujo.

Answers will vary.



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Ordena los sucesos del 1 al 4.



**B** ¿Sí o no?

1. La hormiga se acerca croando.

☐ Sí ☒ No

2. La elefanta se mece en la hamaca.

☐ Sí ☒ No

3. La rana se sube antes que la oveja.

☒ Sí ☐ No

4. La hamaca estaba en el patio de la vaca.

☒ Sí ☐ No





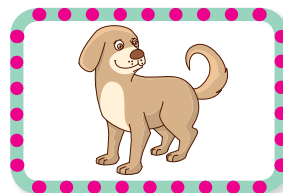
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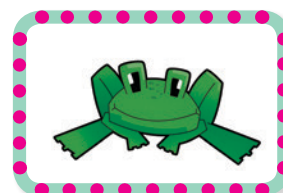
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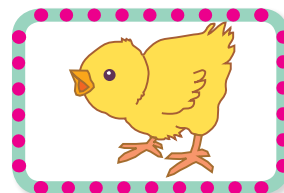
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