



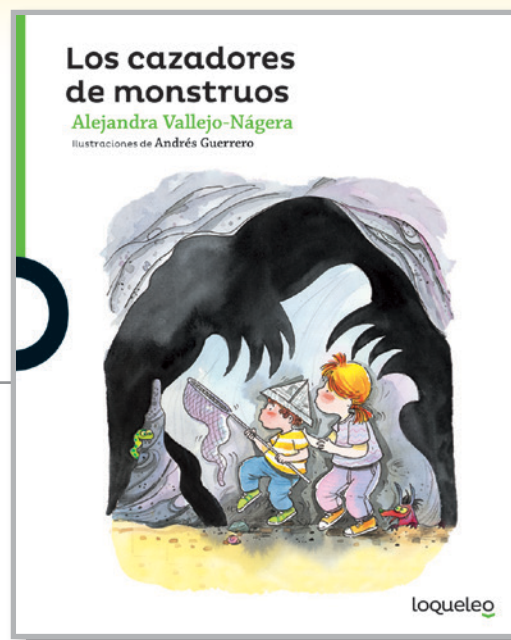
## Lesson Plan and Activities

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

### Los cazadores de monstruos

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### COMPLEXITY

F&P Guided Reading Level H / Lexile Level 380L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

### TEXT TYPE

Literary Text: Realistic Fiction

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

### OBJECTIVES

- Ask and answer questions about details in a text.
- Retell stories including key details.
- Identify characters, settings, and major events in a story.
- Recognize common types of texts.
- Actively engage in group reading activities with purpose and understanding.
- Demonstrate understanding of the organization and basic features of print.
- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Work with peers to add details to strengthen writing as needed.
- Describe people, places, things, and events to provide additional detail.
- Explore word relationships and nuances in word meanings.
- Read emergent-reader texts with purpose and understanding.



**Together we foster lifelong readers**

## MATERIALS

- writing paper, pencils, and crayons
- flash cards

- *Diagrama de Venn, Tabla de dos columnas* (Graphic Organizers #6 and #30)\*

## SUMMARY

Ricardete is very brave and fearless. Whether he is imagining hunting down monsters or walking through mud to avoid dangerous snakes, he doesn't let anything scare him—that is, until he comes across the scariest creature yet!

## STANDARDS

**SLAR CCSS** RL K.1, RL K.2, RL K.3, RL K.5, RL K.6, RL K.10, RF K.1, RF K.2.b, RF K.2.e, RF K.3, RF K.4, W K.3, W K.5, W K.7, SL K.1, SL K.2, SL K.4, SL K.6, L K.1, L K.4, L K.5, L K.6

**SLAR TEKS** K.1.G, K.2.H, K.4.B, K.5.B, K.6.A, K.8.B, K.10.D, K.13.C, K.13.E, K.15.A, K.16.A.iii, K.16.C, K.22.A, K.23.A

**NCSS** IV. Individual Development and Identity

**Social Studies TEKS** K.3.B, K.4.A, K.14.A, K.14.B, K.15.A, K.15.B, K.16.A

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**paquete** – objeto u objetos envueltos o metidos en una caja o bolsa / package

**cazaré (cazar)** – dar captura; atrapar a una persona o a un animal que se busca o que se persigue / to capture

**escondido(a)** – que se escondió / hidden

**ogros** – gigantes de los cuentos infantiles que comen personas / ogres

**miedo** – sentimiento desagradable ante algo que nos asusta o nos puede hacer daño / fear

**susto** – sensación de miedo / fright; scare

**ruido** – sonido más o menos fuerte que no es agradable al oído / noise

**sombra** – figura o dibujo oscuro que forma un cuerpo en una superficie / shadow

**raro(a)** – que nos sorprende porque es distinto o extraño / strange; weird

### Advanced Vocabulary

**babosas** – moluscos sin concha / slugs

**desierta(o)** – vacío o sin gente / deserted

**espeluznantes** – que causan mucho miedo / terrifying

**gusano** – animal de cuerpo alargado, sin esqueleto, que camina encogiéndose y estirando el cuerpo / worm

**lombrices (lombriz)** – gusanos de tierra / earthworms

**pegajosas** – que fácilmente se quedan pegadas a otras cosas / sticky

**picantes** – que pinchan; punzantes / sharp  
**sedientos** – que tienen sed o necesitan agua / thirsty

**tremendo(a)** – muy grande, muy fuerte / tremendous

**valiente** – que no tiene miedo a un peligro o situación difícil / courageous; brave

\* 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., *definición, adjetivo, analogía*) and instruction words, such as *une, completa, ordena*.
- Assign each student a vocabulary word. Have them draw a picture to represent the word and write a definition in their own words. Compile all the projects together to create an ABC book to keep in the classroom as a reference.
- Create a close reading activity in which a paragraph or story is given with fill-in-the-blank sentences. Have students try to determine which vocabulary word best fits each sentence. Then read the entire text with students to determine if the words make sense. You may wish to review parts of speech with students so they are using the proper form in the correct places in the text.
- Write various analogies on the board, such as \_\_\_\_\_ *es a babosas lo que valientes es a cazadores*. Elicit a vocabulary word to complete the analogy (*pegajosas*). Have students explain their answers and the relationship presented in the analogy. Repeat with other vocabulary words.
- Ask students: *¿Qué es un adjetivo?* (What is an adjective?) Elicit that it is a word that describes a noun. Have students identify the vocabulary words that are adjectives. Have them use each of the adjectives in a sentence and write them on sentence strips or on chart paper. Then have volunteers underline the nouns the adjectives are describing. ✓

## READING

### READING FOUNDATIONAL SKILLS

- ▶ Choose a sentence from the book and read it backwards from right to left. Have students identify your error and explain what you need to do to read the sentence correctly. Repeat with reading from bottom to top and flipping the pages backwards. Then have students monitor you as you read the story to make sure the text is read from left to right, top to bottom, and page by page.
- ▶ Write the word *monstruos* on the board. Underline the blend *-str-*. Pronounce each letter sound in the blend, and have students repeat. Then read the entire blend and have students repeat. Write other words on the board with the same blend, such as *estrella*, *estrecha*, *estricta*, and *monstruoso*. Have student identify the blend and try to pronounce each word.
- ▶ Write the word *los* on the board with each letter separated by a space. Point to each letter and say its sound. Have students repeat after you. Reverse the letters to spell *sol* and have students pronounce each letter before pronouncing the entire word. Repeat with other CVC words from the story.

### PRE-READING

- ▶ Show students the front cover. Have students identify the title, author, and illustrator. Then 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 who are trying to solve a problem.
- ▶ Explain that the book is *una narración realista* (a realistic fiction tale) because it has characters that do something that could really happen. Have students name other books they have read that are also realistic fiction and explain how the book fits in that genre.
- ▶ Have students study the cover of the book, including the words in the title and the illustration. Ask: *¿Cómo es este niño? ¿Qué creen que va a hacer en el cuento?* (What is this boy like? What do you think he is going to do in this story?) 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. Then have students read pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic. Have students notice the text patterns and repetitive text in the book to help them increase and improve their fluency.
- ▶ Read pages 4–5. Ask: *¿Qué creen que pueda ser el regalo? ¿Por qué crees eso?* (What do you think the gift is? Why do you think that?) Have students predict what they think Ricardete will receive and what he might do with it. Be sure students support their answers.
- ▶ Read page 10. Ask students what the children are visualizing and why. Have them explain their answers using details from the text and illustrations. Then have them read and study page 11 and predict why the children might have brought the paper hat, pail, and shovel.
- ▶ Turn to page 12–15. Point out the words *Ssuish* and *Blop*. Have students explain what those words sound like. Elicit that those words mimic the sounds that are made as the children move through the field and the mud. Explain the concept of *onomatopeya* (onomatopoeia) and discuss how and

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



why this type of words are used in stories. Have students mimic the sounds that might be made if the children moved through other areas, like grass, sand, and rocks. Have them try to write how they think those sounds would be spelled in Spanish. As you read other pages of the book, have students identify other onomatopoeia words.

- ▶ Read pages 14–19. Have students look at the illustration and compare the facial expressions of the characters. Have them explain how each of the children feels and why they might look that way. Then have students think about why a forest might be scary. Elicit that it could be dark and hard to see where you are going, and there might be many wild animals.
- ▶ Read pages 20–21. Ask students: *¿Cuál es el monstruo que los niños quieren cazar? ¿Por qué creen que los niños quieren verlo?* (What is the monster that the children want to hunt? Why do you think the children want to see it?) Have students brainstorm a list of animals they may see at the beach and that might live in the ocean. Ask students which of those animals might be scary or considered monsters, and have them explain why.

## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Qué recibió Ricardete de su papá?* (What did Ricardete receive from his dad?) *¿Qué había dentro de la cueva en realidad?* (What was really inside the cave?)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué Ricardete dice que va a ser un cazador valiente?* (Why does Ricardete say he is going to be a brave hunter?) *¿Qué pasó cuando Ricardete entró a la cueva?* *¿Cómo se sintió?* (What happened when Ricardete went into the cave? How did he feel?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Crees que Ricardete no tenía miedo de verdad? ¿Cómo lo sabes?* (Do you think Ricardete really wasn't afraid? How do you know?) *¿Por qué al final, los niños dicen que prefieren jugar a otra cosa?* (Why do you think the children at the end say they prefer to play something else?)

## POST-READING

- ▶ Have students review the predictions they made prior to reading the story. Ask them to discuss how they perceived Ricardete before reading, and if their view about him changed afterwards.
- ▶ Distribute *Tablas de dos columnas* (Graphic Organizer #30) to students. Have them make a list in the first column of all the creatures and monsters that Ricardete imagines in the story. Then, in the second column, have them write what he was really seeing. Have students imagine what

might occur next in the story and write down in the first column what they predict Ricardete might visualize, and what he will really see in the second column. Have them draw a picture of what they think will happen next and write a few sentences about it. ✓

- ▶ Have students share experiences of times when they use their imagination when playing with a toy or a gift. Have them share their experiences about getting the gift and what they did with it. Then, have them use a *Diagrama de Venn* (Graphic Organizer #6) to compare and contrast themselves to Ricardete, and write or orally state a few sentences about the comparison.

### ▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

#### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Ask students if they have ever explored a cave. Explain that even though they might look scary sometimes, caves are very important because they provide shelter for many animals, even men used to live in caves many years ago. Promote a conversation as of what can be found in a cave.
- ▶ Have students research different caves in the world and make a list of the types of things found in them. Then have students choose one to draw a picture of and write a short report about. ✓

### ▶ WRITING

#### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students make a list of things that the children in the story were afraid of. Next, have them add things that they are afraid of to the list. Have them work in pairs and small groups to continue to build their list. Then, have students choose an item off the list and write a short story about a child being afraid of that thing, and what they did to calm their fears. 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.

- |              |                       |
|--------------|-----------------------|
| 1. tremendo  | a. que tienen sed     |
| 2. sedientos | b. muy grande         |
| 3. valiente  | c. gigantes           |
| 4. ogros     | d. que no tiene miedo |

### B Completa las oraciones.

lombrices raro ruido sombra paquete

1. Este es un cuento muy raro.
2. El cazador oyó un ruido.
3. Yo no le tengo miedo a mi sombra.
4. Las lombrices viven en la tierra.
5. Papá recibió un paquete.





Nombre \_\_\_\_\_

## Comprensión lectora

**A** Ordena las escenas. Usa los números 1, 2, 3, 4.

\_\_\_\_\_  
\_\_\_\_\_  
3



\_\_\_\_\_  
\_\_\_\_\_  
2



\_\_\_\_\_  
\_\_\_\_\_  
1



\_\_\_\_\_  
\_\_\_\_\_  
4



**B** ¿Sí o no?

1. Ricardete quiere cazar monstruos.



Sí



No

2. Los gusanos viven en el campo de trigo.



Sí



No

3. Los niños vieron una sombra en la cueva.



Sí



No





Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |              |                       |
|--------------|-----------------------|
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| 2. sedientos | b. muy grande         |
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Nombre \_\_\_\_\_

## Comprensión lectora

**A** Ordena las escenas. Usa los números 1, 2, 3, 4.



**B** ¿Sí o no?

1. Ricardete quiere cazar monstruos.

☐ Sí

☐ No

2. Los gusanos viven en el campo de trigo.

☐ Sí

☐ No

3. Los niños vieron una sombra en la cueva.

☐ Sí

☐ No