

LESSON PLAN AND ACTIVITIES

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

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Together we foster lifelong readers

Note: This lesson replaces *Julieta, ¿qué plantaste?*, which no longer belongs to this kit.

COMPLEXITY

F&P Guided Reading Level K / Lexile Level 610L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Short Story

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Infer and predict the topic and genre of a book.
- Use evidence to support answers to a variety of questions about the text.
- Decode words with common prefixes.
- Determine the meaning of unknown and multiple-meaning words.
- Identify and distinguish present tense and past tense verbs, explaining the function of the accent on the final syllable.
- Identify literary devices —refrains and figurative language— and explain how they enhance the story.
- Understand the characters' actions and motivations.

MATERIALS

- *Análisis de un personaje, Tabla de tres columnas*
(Graphic Organizers #1, #31)*
- word strips
- drawing materials: pencils, paper, markers, crayons, etc.

SUMMARY

Rodolfo, a young wolf, searches for wolves on the Internet. He decides to tour the world to meet his relatives, both real and legendary, certain that they would all welcome him. Rodolfo visits polar bears, the statue of Luperca in Rome, the Wolf in *Little Red Riding Hood*, sea lions (*lobos marinos*) in the Galapagos Islands and the city of Lobos, Argentina, receiving mixed welcomes and taking pictures for his family photo album. He returns to his friends and discovers that the strongest relationships are those that he had at home.

STANDARDS

SLAR CCSS RL 2.1, RL 2.2, RL 2.3, RL 2.4, RL 2.7, RF 2.3.d, RF 2.3.f, RF 2.4, W 2.2, W 2.5, W 2.6, W 2.8, SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 2.6, L 2.1.d, L 2.2.e, L 2.3, L 2.4.a, L 2.4.b, L 2.4.e, L 2.6

SLAR TEKS 2.2.F, 2.2.H, 2.2.I, 2.3.A, 2.3.B, 2.3.C, 2.4.A, 2.5.A, 2.5.B, 2.6.A, 2.9.B, 2.11.A, 2.12.A, 2.17.E, 2.19.C, 2.21.A.i, 2.21.A.iii, 2.22.A, 2.23.H, 2.25.B, 2.25.C, 2.27.A, 2.29, 2.30

Social Studies TEKS 2.2.B, 2.5.A, 2.6.A, 2.18.E, 2.19.A, 2.19.B

NCSS I. Culture; II. Time, Continuity and Change; III. People, Places and Environments; IV. Individual Development and Identity

* To download the Spanish Graphic Organizers in this lesson go to: vhlcentral.com



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

agazapado (agazapar) – *caminar escondiéndose / to sneak*
amamantando (amamantar) – *dar de mamar / to nurse*
apachurrado (apachurrar) – *apretar algo con fuerza, aplastar / to crush*
asintió (asentir) – *ponerse de acuerdo con lo que dijo otra persona / to agree*
chasquidos – *ruidos secos o súbitos, como un látigo / cracking*
decepcionado (decepcionar) – *desilusionado / disillusioned or deceived*
evidente – *cierto, claro, sin duda / evident, certain*
macana – *algo que produce incomodidad o disgusto / disaster*
masculló (mascullar) – *hablar entre dientes o pronunciar mal / to mutter*
requetefrío – *muy frío / super-cold*

Advanced Vocabulary

ensordecedor – *un ruido o un sonido muy intenso / deafening noise*
eructos – *los ruidos de expeler por la boca los gases del estómago / burps*
fundadores – *las personas que establecen una ciudad / founders*
Gran Travesía – *un viaje educativo de larga distancia con ruta fija / Grand Tour*
inmensidad – *de tamaño enorme / immensity, largeness*
manada – *conjunto de animales que andan juntos / pack*
sumergido(a) – *metido debajo del agua / submerged*
trecho – *espacio, distancia de lugar o tiempo / distance, stretch*

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.
- ➔ Make sure students understand all the vocabulary needed to complete the activities (e.g., *acento, sinónimo, presente, pasado, prefijo, lenguaje figurativo*) and instruction words, such as *cita, explica, justifica*.
- ➔ Tell students that prefixes (*prefijos*) are word parts attached before a word stem to form a new word. *Requete-* which means “very,” is used throughout the book. Point to the word *requetefrío* in the vocabulary list and explain that it means “very cold.” Help students identify the meaning of these words using word part strategy: *requetevidente* and *requetebueno*. Then ask students to generate their own *requete-*words.
- ➔ Explain that verbs are words that show action and that the tense of a verb tells when the action takes place. Present tense verbs show actions that are happening now, and past tense verbs show actions that have already happened: *Los verbos son palabras que muestran acción. El tiempo de un verbo nos dice cuando ocurrió la acción. Los verbos en presente muestran acciones que ocurren ahora y los verbos en pasado muestran acciones que ya ocurrieron.* Write *exclamo, exclamó, tomo, tomó, observo, and observó* on the board. Then, as you point to each pair of words, ask: *¿Cuál es la diferencia entre las dos palabras? ¿Qué significa la primera palabra? ¿La segunda?* Clarify that the accent mark (*tilde o acento ortográfico*) changes the verb from the present tense to the past.
- ➔ Explain that authors also use verbs to help us know more about the characters in a story. Point to the words *agazapado* (p. 18) and *masculló* (p. 20). Ask students the meaning of the words and have them act them out. Ask them what kind of character would move and speak that way: *¿Qué tipo de personaje se movería y hablaría así?*
- ➔ Explain that there are many words that have similar meanings and that authors choose specific words to describe their characters or set the mood of the story. Show students word strips with the following words: *chasquidos, ladridos, relinchos, gemidos, zumbidos, gorjeos, eructos, and gruñidos* (p. 23). Have students identify the words they know and ask them to define them. Then ask them to look up the meaning of the words which with they are not familiar. Next, have students order the sound words according to their intensity.

READING

PRE-READING

- ▶ Talk with students about trips they have taken to visit relatives. Ask: *¿Han viajado para visitar a sus parientes?* (Have you taken a trip to visit relatives?) *¿Cómo se prepararon para el viaje?* (How did you prepare for the trip?) *¿Sus parientes les esperaban?* (Did your relatives know you were coming?) *¿Cómo se sintieron al regresar a casa?* (How did you feel when you came home?)
- ▶ Read the title and the author's name. Then have students view the illustrations. 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?) Write their predictions on the board to check if they were correct after the reading.
- ▶ Guide students to set a purpose for reading. Ask: *¿Qué creen que le pasará al lobo Rodolfo en este libro?* *¿Por qué?* (What do you think will happen to Rodolfo the Wolf in this book? Why?)

READING

- ▶ Read pages 4–7 aloud to familiarize students with the main character (*personaje principal*) and the plot or problem (*trama o problema*). Then, ask: *¿Por qué está emocionado Rodolfo?* (Why is Rodolfo excited?) *¿Qué va a hacer?* (What is he going to do?) Tell students that people use information from the text and combine it with what they already know to make an inference. Show the illustration on page 7 and ask: *¿Qué podemos inferir sobre la Gran Travesía?* (What can we infer about the Grand Tour?)
- ▶ Read the text aloud to students. Then have students read along with you. Have students take turns reading aloud with you. Write a list of students on the board as a guide. As you give a signal, the first student will begin to read the text aloud with you. After you give another signal the student who is reading with you stops, and the following student on the list will begin to read aloud with you. Be sure all students participate. Regulate how fast you read depending on the reading proficiency level of each student.
- ▶ Reread pages 12 and 13 and ask students: *¿Qué podemos inferir de la forma en que respondió Rodolfo a la recepción que le dió Loba de Roma?* (What can we infer about the way Rodolfo responded to the way the Wolf of Rome greeted him?) Then reread pages 14 and 15, where the author offers more details about Luperca. Ask: *¿Por qué piensan que Rodolfo sigue creyendo que la estatua es su pariente?* *¿Qué pueden inferir acerca de la personalidad de Rodolfo?* (Why do you think that Rodolfo still believes that he's related to the statue? What can you infer about Rodolfo's personality?)
- ▶ Reread pages 17–20, and discuss with students the character traits of the Wolf that can be inferred from his actions. Ask: *¿Cómo describirían al Lobo de Caperucita Roja?* *¿Y a Rodolfo?* *Citen evidencias del texto para apoyar su respuesta.* (How would you describe the Wolf? And Rodolfo? Cite evidence from the text to support your answer.)
- ▶ Reread pages 28 and 29 and ask: *Al regresar a casa, Rodolfo se reunió con sus amigos. ¿Por qué les dijo "¡Es más que requete-evidente, somos todos parientes!"* *¿Qué pueden inferir acerca de lo que aprendió Rodolfo de sus viajes?* (When Rodolfo returned home, he visited with his friends. Why did he say, "It's more than super-obvious to me, that we are all family!" What can you infer about what Rodolfo learned in his travels?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have students repeat chorally after you.
- Allow students to respond in phrases or incomplete sentences.
- Ask students: *¿A qué grupo de lobos visitó Rodolfo primero? ¿Por qué quería irse de allí?* (Which group of wolves did Rodolfo visit first? Why did he want to leave?) *¿Quién es la Loba de Roma? ¿Por qué no responde a Rodolfo?* (Who is the Wolf of Rome? Why doesn't she respond to Rodolfo?) *¿Qué hicieron Rodolfo y sus amigos cuando regresó Rodolfo de su viaje?* (What did Rodolfo and his friends do when Rodolfo came back from his trip?)

AT-LEVEL STUDENTS

- Read the text aloud with students. Then have them read the text with a partner.
- Ask students: *¿Cómo descubrió Rodolfo que tenía parientes en todas partes? ¿Qué decidió hacer?* (How did Rodolfo discover that he had relatives all over the world? What did he decide to do?) *¿Cómo se sintió el Lobo de Caperucita Roja con la visita de Rodolfo? Justifica tu respuesta con ejemplos del texto.* (How did the Wolf from Little Red Riding Hood feel about Rodolfo's visit? Justify your answer with examples from the text.) *¿Cómo se sintió Rodolfo al visitar la Ciudad de Lobos? ¿Cómo lo sabes?* (How did Rodolfo feel when he visited Ciudad de Lobos? How do you know?)

ABOVE-LEVEL STUDENTS

- Encourage above-level readers to do an independent reading.
- Ask students: *Explica por qué Rodolfo dijo que Luperca estaba muy ocupada.* (Explain why Rodolfo said that Luperca was very busy.) *Explica el humorismo: “—Qué macana —masculló—, ahora somos dos para comer. Rodolfo no entendió muy bien, pero asintió entusiasmado y le ofreció una galletita”.* (p. 20) (Explain the humor: “What a disaster!” muttered the Wolf. “Now there are two of us for dinner.” Rodolfo didn't quite understand, but he agreed and offered the Wolf a cookie.) *La autora describe al Lobo de Caperucita como “un lobo grande, con cara de pocos amigos.”* (p. 18) *¿Qué quiere decir esa frase? ¿Por qué crees que no dijo simplemente que el Lobo era feo o espantoso?* (The author describes the Wolf from Little Red Riding Hood as a big wolf, “with a face with few friends.” What does that phrase mean? Why do you think she didn't just say the Wolf was ugly or scary?)

POST-READING

- ▶ Remind students that a refrain (*estribillo*) is a short rhyming text that repeats throughout a poem, story or play. Ask: *¿Cuáles son los estribillos en “Una familia para Rodolfo”?* (What are the refrains in “Una familia para Rodolfo”?) Divide the class into groups and assign the following pages: 4–7, 8–11, 12–15, 16–19, 22–24, 26–27, and 28–29. Have each group recite their refrains. Ask: *¿Son iguales todos los estribillos? ¿Por qué creen que las autoras los cambiaron?* (Are the refrains all the same? Why do you think the authors changed them?) Refrains: —*¡Tarararí-rarí! ¡Me estaban esperando, y ya estoy aquí!* and —*¡Tarararí-rará! ¡Te estábamos esperando y ya estás acá!*
- ▶ Explain that people don't always see things the same way and that it depends on their point of view (*punto de vista*). Ask: *¿Quiénes eran los lobos que visitó Rodolfo? ¿Estaban todos contentos de ver a Rodolfo? ¿Qué pensó Rodolfo sobre cada recibimiento?* (Who were the wolves that Rodolfo visited? Were they all happy to see him? What did Rodolfo think about how they greeted him?) Help students record responses on a three-column chart (Graphic Organizer #31). ✓



- ▶ Brainstorm character trait words with students and write a list on the board (e.g., *amable*, *amenazador*, *amigable*, *antipático*, *cariñoso*, *desagradable*, *divertido*). Next, divide the class into small groups and assign one of these characters to each group: *Rodolfo*, *los lobos del Ártico*, *Luperca*, *el Lobo de Caperucita Roja*, *los lobos marinos*, *los amigos de Rodolfo*. Provide each group with a character analysis chart (Graphic Organizer #1) and have students complete it for their assigned character. Ask groups to share their charts with the class and discuss what these examples reveal about each character. ✓
- ▶ Check with students if their predictions from the Pre-Reading section were correct. Have volunteers explain why each prediction was correct, incorrect, or partially correct. ✓

▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES, ART

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Show students a coat of arms (*escudo*). Explain that families used them to show who they were and what made them unique. Have students do an Internet Image search for their last name and coat of arms (*[apellido] escudo*). Distribute drawing paper and drawing tools to have students create their personal coats of arms. Have students explain the significance of their images, being sure that they speak in complete sentences. ✓
- ▶ Remind students that Rodolfo traveled around the world to meet his wolf relatives. Ask them to list the places Rodolfo visited (North Pole, Italy, France, Galapagos Islands, and Argentina). Divide students into five groups and assign each one of the places Rodolfo visited. Have them create a “photo album” with a map of the country, its flag, drawings of the landscape, people in traditional dress, a traditional food, and something that their group thought was interesting about the location. ✓

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Keep students in their “photo album” groups. Have them write 2–3 sentence captions for each of the “photos,” ending each caption with the name of the source they used to find their information. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. Have groups present their albums to the class and explain their choices. You may wish to post students’ work around the classroom. ✓



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 Escoge la palabra que completa la oración.

1. El ladrón caminó agazapado en la casa a medianoche.
(agazapado, apachurrado)
2. Rodolfo se sintió decepcionado cuando visitó la Ciudad de Lobos.
(animado, decepcionado)
3. La niña asintió cuando su mamá le dijo que hiciera la tarea. (asintió, masculló)

B Encierra en un círculo la respuesta correcta.

1. ¿Cuál de los dos es ensordecedor?
los chasquidos / un hombre agazapado
2. ¿Cuál de los dos muestra inmensidad?
un chihuahua / un elefante
3. ¿Cuál de las dos puede estar sumergida?
una isla / una montaña

C Lee las siguientes oraciones. Cámbialas a pasado.

1. Rodolfo **abraza** a la loba.
Rodolfo abrazó a la loba.
2. El globo **llega** hasta Italia.
El globo llegó hasta Italia.
3. El lobo **sigue** caminando detrás de la nena.
El lobo siguió caminando detrás de la nena.

D Escribe dos definiciones para la palabra *macana*. Usa un diccionario.

1. Un tipo de chal o manteleta.
2. Algo que produce incomodidad o disgusto.



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Qué hizo que Rodolfo viajara a visitar sus parientes lobos?
¿Qué te indica esto sobre su personalidad?

Possible Answers: Rodolfo hizo una búsqueda en Internet y encontró miles de lobos.

Esto indica que Rodolfo es un lobo que se entusiasma fácilmente.

2. ¿Cómo sabes que Rodolfo no notó que Luperca era una estatua? Cita evidencia del texto para justificar tu respuesta.

Possible Answer: Rodolfo dice que ella está muy ocupada con los bebés.

3. ¿Qué lección aprendió Rodolfo de todos sus viajes? Cita evidencia del texto para dar apoyo a tu respuesta.

Possible Answer: Aprendió que aunque es divertido visitar parientes en todo

el mundo, los mejores parientes son los que viven con uno. En la página 28,

Rodolfo dice, "¡Es más que requetevidente, somos todos parientes!"

B Completa las oraciones con las palabras del recuadro.

amables

decepcionado

divertida

enormes

foca

juguetones

1. Un lobo marino es una especie de foca.
2. Los lobos marinos fueron amables y juguetones, pero por sus cuerpos enormes, la visita no fue divertida para Rodolfo.
3. Al llegar a Ciudad de Lobos, Rodolfo se sintió decepcionado porque no había lobos.



Nombre _____

Vocabulario

A Escoge la palabra que completa la oración.

1. El ladrón caminó _____ en la casa a medianoche.
(agazapado, apachurrado)
2. Rodolfo se sintió _____ cuando visitó la Ciudad de Lobos.
(animado, decepcionado)
3. La niña _____ cuando su mamá le dijo que hiciera la tarea. (asintió, masculló)

B Encierra en un círculo la respuesta correcta.

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D Escribe dos definiciones para la palabra *macana*. Usa un diccionario.

1. _____

2. _____



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A Contesta.

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¿Qué te indica esto sobre su personalidad?

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3. ¿Qué lección aprendió Rodolfo de todos sus viajes? Cita evidencia del texto para dar apoyo a tu respuesta.

B Completa las oraciones con las palabras del recuadro.

amables	decepcionado	divertida
enormes	foca	juguetones

1. Un lobo marino es una especie de _____.
2. Los lobos marinos fueron _____ y _____, pero por sus cuerpos _____, la visita no fue _____ para Rodolfo.
3. Al llegar a Ciudad de Lobos, Rodolfo se sintió _____ porque no había lobos.