Animals and Their Habitats

DESERT

First Grade

Content-based
Spanish as a Second Language (SSL)

Kimberly Fullton
July 2004
Introduction
Unit Introduction

Title:
Animals and their habitats (desert)

Grade Level:
First grade

Target group:
Dual language school; Content based Spanish as a second language (SSL) students

Source of Reading Materials:
*Used during lessons (others used as additional reading material for independent practice)

*Buchanan, K. Translated by Patricia H. Davidson. (1994) Esta casa está hecha de lodo (This House is Made of Mud). Flagstaff, Arizona: Northland Publishing.

Source of Lessons:
First grade team, Welch Annex School, New Haven, CT
Kimberly Fullton, Miriam González, Rae Levine, Vera Lindy, Jaye Mills, Shannon Oneto

Learning Goals:
I want my students to know that organisms are well suited for their environments.
I want my students to know what kind of animals live in a specific habitat.
I want my students to know the meaning of the words adaptation and habitat correctly in context.

K. Fullton, July 2004
# Animals and Their Habitats

## Unit Goals and Objectives

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | • Spoken ideas can be recorded in writing.  
• SPANISH VOCAB: *habitat, adaptación, desierto, selva, océano, regiones polares.* | • Animals are well suited for their environments.  
• Habitats in which various animals live.  
• The meaning of “habitat” and “adaptation.” |
| **Skills** | • Orally state some adaptations of (desert)* animals.  
• Discuss how each adaptation helps the animal survive.  
• Use the words “adaptación” and “hábitat” correctly in context.  
• Assign category/topic names for classifying.  
• Write invented animal’s name.  
• Describe adaptations and relate each one to correct habitat (orally or in writing).  
• Read or recite repeated phrases in a poem and a song. | • State adaptations of (desert)* animals.  
• Discuss how each adaptation helps the animal survive.  
• Use the words “adaptation” and “habitat” correctly in context.  
• Classify animals by their habitat.  
• Predict the habitat of an unknown animal (using photo or image).  
• Invent an imaginary (desert)* animal and create a model of it. |
| **Attitudes/Dispositions** | • “I can write!” Confidence in beginning abilities as an author. | • Appreciate own environment and why its plants and animals are adapted the way they are. |

* These four lessons about the desert are part of a larger unit about habitats. Others include: ocean, rainforest and polar regions. The goals and objectives are the same for each habitat.
**Table of Contents**

### Animals and Their Habitats

#### Desert

1. **Lesson #1**  
   **Characteristics of the Desert**
   - a. Lesson / Unit Narrative .......................................................... 1-2
   - b. Goals and Objectives ............................................................... 3
   - c. Functional / Notional chart ...................................................... 4
   - d. Lesson Plan .............................................................................. 5-7
   - e. Materials .................................................................................. 8-22
     i. Word Wall / Send-home .......................................................... 8
     ii. POEM: *En el desierto* .......................................................... 9
     iii. KWL (SQ4) diagram .............................................................. 10
     iv. SONG: Going to the Desert / *Vamos al desierto* .................. 11-12
     v. Story props for Listen to the Desert / *Oye al desierto* ...... 13-22

2. **Lesson #2**  
   **Desert Plants and Animals**
   - a. Goals and Objectives ............................................................... 23
   - b. Functional / Notional chart ...................................................... 24
   - c. Lesson Plan .............................................................................. 25-27
   - d. Materials .................................................................................. 28-33
     i. Word Wall / Send-home .......................................................... 28-29
     ii. Matching game for opening ................................................... 30
     iii. POEM: *En el desierto* .......................................................... 31
     iv. SONG: Going to the Desert / *Vamos al desierto* .................. 32-33

3. **Lesson #3**  
   **Classifying Animals by Their Habitat**
   - a. Goals and Objectives ............................................................... 34
   - b. Functional / Notional chart ...................................................... 35
   - c. Lesson Plan .............................................................................. 36-39
   - d. Materials .................................................................................. 40-57
     i. Word Wall ................................................................................. 40
Animals and Their Habitats

First Grade
Spanish as a second language

ii. Send-home ............................................. 41
iii. Example of paraphrasing of Magic School bus book ............................................. 42
iv. POEM: *En el desierto* ............................................. 43
v. Animal posters ............................................. 44-53
vi. Arrows for labeling ............................................. 54
vii. Pocket chart diagram ............................................. 55
viii. Images for closure ............................................. 56-57

4. Lesson #4 Inventing a Desert Animal (Assessment)
a. Goals and Objectives ............................................. 58
b. Functional / Notional chart ............................................. 59
c. Lesson Plan ............................................. 60-62
d. Materials ............................................. 63-69
   i. SONG: Going to the Desert / *Vamos al desierto* ............................................. 63-64
   ii. Word Wall / Send-home ............................................. 65
   iii. POEM: *En el desierto* ............................................. 66
   iv. Teacher model of invented animal ............................................. 67
   v. Assessment rubrics ............................................. 68-69

5. Final Reflective Narrative ............................................. 70

6. Charts and Tables ............................................. 71-72
   a. TAT checklist ............................................. 71
   b. Grammar chart ............................................. 72
   c. Function chart ............................................. 72

7. Original Unit ............................................. 73 (pocket)

NOTE TO THE READER
Please be aware as you read this unit that it has been designed with a dual purpose for a dual language school. The author intends the unit to be taught in Spanish to students learning Spanish as a second language, but it is designed to be easily adaptable for ESL students as well. Examples of questions and teacher talk appropriate for varied language abilities are given in both languages to make this unit accessible to more teachers.
Lesson Narrative

This unit is dedicated to those educators who are dedicated to the success of all students—especially the students for whom learning in the US is an especially difficult task because English is not their first language. Helping English Language Learners (ELL’s) achieve success is a challenging task that requires much planning and modification of effective teaching practices.

This narrative will guide you through the many modifications made to a standard unit of instruction with ELL’s in mind. It is my hope that this narrative guide will encourage you to experiment with your own teaching style and practices in order to include one or two or more of the Sheltered Instruction Strategies contained within this unit. Please refer back to this page as you read through the unit thinking about what small steps you can take to make learning more accessible to your ELL’s the next time you step into your classroom.

One practical note before you get started: this unit was designed for a Spanish as a Second Language (SSL) classroom, but all scripts and sample questions are given in Spanish and English so that the unit can just as easily be used for ESL as for SSL. ENJOY!

★ Language objectives
Teachers are used to planning with clear content objectives in mind, but to better serve our language learning population, we must also ask ourselves “what language do they need in order to accomplish my content objectives?” It is important to consider the varying levels of language proficiency that your students have. Consider what language is needed at each stage of development.

★ Modified objectives
Students in a pre-production phase cannot be expected to write an essay to demonstrate what they have learned. Objectives can maintain their academic rigor while allowing varied means of demonstrating knowledge that are linguistically simplified.

★ Pre-lesson send-home
This simple strategy gives language learners (and all students) a heads-up about the vocabulary that they will be faced with in a subsequent lesson. Iconic representations are used whenever possible to help make the vocabulary meaningful.

★ Word wall
In conjunction with the send-home vocabulary sheets, word walls with iconic representations of key words are a valuable resource for language learners and native speakers alike.

★ Modified discourse (teacher talk)
Use of numbers in parentheses (1) in this unit signal seconds of pause-time. Using strategically placed pauses coupled with clear enunciation, natural pacing, emphasis of key terms, use of visuals and gestures and purposeful repetition while talking all make language more accessible to language learners. Syntactically simple sentences should also be used as much as possible.

★ Repetition
Repetition can come in the form of paraphrasing students or oneself for emphasis or clarification. It is also used in this unit in repetitive songs, poems and stories. Even students in the early and pre-production of language acquisition can repeat and access text once it becomes familiar.
★ Interaction
Any time students get the chance to speak with each other or the teacher they are getting meaningful practice with language. Interaction of this type actually increases their progress in language acquisition.

★ Visuals
Using visuals and realia allows students to connect concepts, ideas and words to their background knowledge. It may help them to translate into their first language—another valuable tool!

★ Model student tasks
Though this helps all students, language learners especially benefit from seeing what they are expected to do. After all, a clear explanation only helps if it is understood. A modeling or demonstration fills in the gaps and helps students understand and be able to participate.

★ Keep tasks cognitively challenging
Language learners need to be challenged academically but given tasks with a lightened linguistic load.
Lesson 1
# Goals and Objectives

## Lesson #1 Characteristics of the Desert

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | • Spoken ideas can be recorded in writing.  
• SPANISH VOCAB: \textit{habitat, desierto, caliente, seco, sobrevivir}. | • Characteristics of a desert habitat.  
• The meaning of "habitat" and "adaptation." |
| **Skills** | • Give an oral description of the desert.  
• Orally state prior knowledge about desert. (KWL)  
• Ask questions about the desert (KWL)  
• Read/recite repeated phrase in shared reading poem. | • Describe the desert habitat. |
| **Attitudes/Positions** | • "I can write!" Confidence in beginning abilities as an author. | • Appreciate own environment and why its plants and animals are adapted the way they are. |
# Functional / Notional chart

## Lesson #1: Characteristics of the desert

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat</td>
<td>Recurring phrases in a song or text (PP, SE, I)</td>
<td>El desierto es __. (SE) El desierto (no) tiene __. (SE) En el desierto __. (I)</td>
<td>S/V agreement</td>
<td>Caliente, seco, árido, cactos, lluvia, agua, duro</td>
</tr>
<tr>
<td>State</td>
<td>Prior knowledge about the desert</td>
<td>¿El desierto es __? (SE) ¿Hay __ en el desierto? (I) ¿Qué vive en el desierto? (I)</td>
<td>Plural/singular Verb: haber</td>
<td>Caliente, seco, árido, cactos, lluvia, agua, duro</td>
</tr>
<tr>
<td>Ask</td>
<td>Questions about the desert</td>
<td></td>
<td>Question words:</td>
<td>Animales, personas, plantas</td>
</tr>
<tr>
<td>Present</td>
<td>Key words in a poem with icons (PP, SE, I)</td>
<td></td>
<td></td>
<td>¿qué, quién, cómo, dónde, cuánto, cuál, cuándo?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sombra, arena, frías, fuego, velas, barcos, camellos, palmeras, desierto</td>
</tr>
</tbody>
</table>

**PP = Preproduction**  
(Pointing and gesturing are acceptable responses.)  
Suggestion: include learners at this stage by asking yes/no questions or questions that require them to point or gesture to indicate understanding.

**SE = Speech emergence**  
(Yes/no, and 1-2 word answers are acceptable responses.)

**I = Beginner / intermediate**  
(Intermediate level speakers should be able to answer in longer utterances, maybe even complete sentences.)
Lesson Plan
Lesson #1 Characteristics of the desert

Learning and Language Objectives:
1. Students will be able to describe a desert habitat.
2. Students will orally express preconceptions about the desert.
3. Students will use the words *habitat* and *desierto* appropriately.

Pre-Lesson Send-Home:
Before beginning this unit, send home a vocabulary sheet containing the word wall words listed in the materials section of this lesson with a letter to advise parents of the beginning of a new unit and of the importance of becoming familiar with new vocabulary. This will also help to foster the essential link between home and classroom. (See page 8 for a reproducible send-home vocabulary sheet with icons and a letter to parents.)

Materials:
1. Pre-lesson send-home vocabulary sheet (See page 8)
2. SONG: *Vamos al desierto* (sung to “She’ll be Comin’ Around the Mountain”) (See page 11, 12 for song in Spanish and English)
3. Bottle of sand, bottle of water, some plastic snakes, spiders, lizards, cactus (or pictures of these plants and animals, cut out), a shallow tray or bin
4. Tradebooks
6. Chart paper set up for KWL chart (See page 10 for sample)
7. Markers
8. Word wall containing the following words with iconic representations when possible. Items with asterisk (*) are explicitly used in future lessons. (See page 8 for larger, reproducible icons).
   a. Desierto
   b. Hábitat
   c. Caliente
   d. Seco
   e. Arena
   f. Montañas
   g. Viento
   h. Lluvia
   i. Cacto
   j. Agua
   k. Duro

Transition Activity: (1-2 minutes as classes switch) Sing *Vamos al desierto* to the tune of “She’ll be Comin’ Around the Mountain” as students enter. Encourage them to join in during repetitive sections. Post this song in the room so that students can refer to it. Point to the word...
Animals and Their Habitats First Grade Spanish as a Second Language

“desierto” and enunciate very carefully each time you say it so that students will begin to pick up on new key vocabulary. Use the “desert” icon from the word wall as well. Another way to help students understand what they are singing about is to use dramatic gestures. For example, the first line is: “We’re going on a journey to the desert.” The teacher should lead the students in “journeying” or marching, then pointing to the desert icon or wiping her brow from the heat of the desert. Students can also join in with gestures, as they are comfortable.

Anticipatory set: (5 minutes) NOTE: (1) = 1 second pause for emphasis and comprehensibility.

TEACHER (Thinking aloud): Tengo ganas de hacer algo hoy. ¿Qué tengo aquí? Una caja, (1) arena, (1)* una culebra, (1) un lagarto, (1) un cacto, (1) y una botella de agua. (1) ¿Qué puedo hacer con arena, (1) un cacto, (1) una culebra, (1) y un lagarto (1) en una caja? Empiezo con la arena. (Pon la arena en la caja) Pongo unos animales y un cacto. ¡AH! Esto es un ___. ¡Hice un desierto! El desierto tiene _ (Deja que los niños repitan los “ingredientes” del desierto hecho en una caja.) Falta el agua. Tengo que poner agua en el desierto? no porque está muy (1) seco en el desierto. Está (1) seco (1) porque no hay agua. Está seco en el desierto.

TEACHER: (Thinking aloud): I feel like making something today. What do I have here? A box, (1) some sand, (1) a snake, (1) a lizard, (1) a cactus (1) and a bottle of water (1). What can I make with some sand (1) a snake, (1) a lizard, (1) a cactus (1) and a bottle of water (1)? I’ll start with the sand. (Pour some sand in the box) I’ll put in these animals and this cactus. OH! This is a ___. We made a desert! The desert has ___ (let students repeat all the “ingredients of your desert in a box as you signal them). Oh no! I forgot the water. Should I put water in the desert? no because it is very (1) dry in the desert. It is (1) dry (1) because there is no water. It is dry in the desert.

Procedure:

1. Show Deserts book’s photographs (5 minutes)
   a. This is in order to activate prior knowledge. Elicit student reaction or response to the photos they see. In an afffirming tone, repeat students’ responses for emphasis and positive feedback.

2. Begin KWL (Spanish SQA) chart with students. (15 minutes, overlapping with previous activity.)
   a. Fill out the “Know” (Sabemos) column as students comment on the photographs in Deserts.

3. Read Oye al desierto (15 minutes)
   a. This will be an interactive reading along the lines of a readers’ theatre so that students have the opportunity active participants with the language of the text.
   b. Read story aloud once as students listen. Speak clearly and slowly, pausing to emphasize key words. Be sure to articulate carefully and point to the illustrations that help illuminate the meaning of the text as you read.
   c. After the first reading, pass out each of 10 story props (one per student or per pair) (See pockets at the end of this lesson for story props)
   d. Tell the students that we will read it again, but everyone will have a part to play.
   e. When page 1 is read, student(s) with prop #1 respond with their sound (pon, pon, pon). This continues for each of the pages.
   f. Since the story is very brief, it may be read a third time to give students a chance to change parts/props.

4. Fill out “Want-to-know” column of KWL (10 minutes)
   a. Ask students what more they want to know about deserts.
b. Record their responses in the “Want to know” (Queremos saber) column of the KWL (SQA) chart.

c. Think aloud as you record their answers, calling out key vocabulary as well as literacy components such as letter sounds, word spacing and use of the word wall.

5. Read poem: En el desierto (10 minutes)

   a. Have this poem written on chart paper (or an overhead transparency) large enough for students to see.
   b. Invite students to chorally repeat the repeated lines
   c. During reading, invite students to come to the poem and draw icons for key words. Refer them to the word wall for help.

6. Closure: (1-2 minutes)

   a. Repeat the singing of Vamos al desierto to the tune of “She’ll be Comin’ Around the Mountain” as students transition out of the room.
Dear parents,
We will soon begin a unit of study about deserts. These are some of the Spanish words we will be learning so that we can talk about the desert habitat. Talking about these words together before school tomorrow will help your child understand and be able to participate in the lesson.

Desierto
Hábitat
Caliente (hot)
Seco (dry)
Arena (sand)
Montañas
Viento
Lluvia
Cacto
Agua (water)
Duro (hard/difficult)

Lesson #1: Characteristics of the Desert

©

K. Fullton, July 2004
EN EL DESIERTO

No hay árboles ni sombra
En el desierto,
Sólo dunas de arena
En el desierto,
Las noches son muy frías
En el desierto,
Y los días son de fuego
En el desierto,
Los albornoces blancos
En el desierto,
Se mueven como velas
En el desierto,
Y es océano de arena
Todo el desierto,
En que navegan barcos
En el desierto,
Que son altos camellos
En el desierto,
Que nos llevan al puerto
En el desierto,
Con las altas palmeras
—cargaditas de dátils—
En el desierto.

—Alma Flor Ada
Sample KWL (Know, Want to know, Learned) chart setup:
Spanish: SQA (Sabemos, Queremos saber, Aprendimos)

Recreate the following chart on large chart paper or poster board. Using the blackboard or whiteboard is not recommended since the last section (Learned) is to be filled in at the conclusion of the unit.

<table>
<thead>
<tr>
<th>S</th>
<th>Q</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabemos</td>
<td>Queremos</td>
<td>Aprendimos</td>
</tr>
</tbody>
</table>

**Shared writing:**
Teacher records as students dictate what they already know about deserts.

**Teaching writing:**
Teacher records as students ask questions about the desert—what they want to know.

**Shared writing:**
This is **not** for lesson #1. Return to the last section of the KWL to review and record what students learned on the last lesson of the unit.
Song for transition activity

**Going To The Desert (Sung to: "She'll Be Comin Around The Mountain")**

We are going on a journey to the desert
We are going on a journey to the desert
We are going on a journey
We are going on a journey
We are going on a journey to the desert

Oh we won't see snow or ice while we're there
Brrrrr Brrrrr
Oh we won't see snow or ice while we're there
Brrrrr Brrrrr
Oh we won't see snow or ice
Oh we won't see snow or ice
Oh we won't see snow or ice while we're there
Brrrrr Brrrrr

Oh the sun will be shining, yes it will
Whew Whew!!!!
Oh the sun will be shining, yes it will
Whew Whew!!!!
Oh the sun will be shining
Oh the sun will be shining
Oh the sun will be shining, yes it will
Whew Whew!!!!

You can add the following verses:

Oh we'll see a saguaro cactus where we're there
Ouch ouch!

Oh we'll see a roadrunner-----watch it go!
Whoosh whoosh!

Daylene 9-15-99
daylene@perpetualpreschool.com
http://www.perpetualpreschool.com/preschoolThemes/deserts/desert_songs.htm
Spanish adaptation by Kimberly Fullton for the purposes of this unit.

**Vamos al desierto (Sung to: She'll Be Comin' Around The Mountain)**

Vamos de viaje al desierto
Vamos de viaje al desierto
O, vamos de viaje
Vamos de viaje
Vamos de viaje al desierto

No hará nieve allí (brrr, brrr)
No hará hielo allí (brrr, brrr)
No hará nieve
No hará hielo
No hará nieve en el desierto (brrr, brrr)

O, brilla el sol caliente (whew, whew)
O, brilla el sol caliente (whew, whew)
O, brilla el sol
Brilla el sol
Brilla el sol caliente (whew, whew)

Verémos un saguaro allí (¡Ay, ay!)
Verémos un saguaro allí (¡Ay, ay!)
Verémos unos cactos
Verémos unos cactos
Verémos un saguaro allí (¡Ay, ay!)

Verémos un correcaminos—allí va.
Verémos un correcaminos—allí va.
Verémos un correcaminos
Verémos un correcaminos—allí va.

Daylene 9-15-99
daylene@perpetualpreschool.com
http://www.perpetualpreschool.com/preschool_themes/deserts/desert_songs.htm
Lesson #1: Characteristics of the Desert
Lesson #1: Characteristics of the Desert

K. Fulton, July 2004
Lesson #1: Characteristics of the Desert

Illustration from: *Listen to the Desert Ove al desierto*
by Pat Mora, Illustrations by Francisco X. Mora.
Lesson 2
# Goals and Objectives

Lesson #2 Desert plants and animals

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | • Spoken ideas can be recorded in writing.  
• SPANISH VOCAB: hábitat, desierto, caliente, seco, sobrevivir. | • Characteristics of a desert habitat.  
• The meaning of “habitat” and “adaptation.” | • Collaboration in a group—helping a peer. |
| **Skills** | • Name desert plants and animals.  
• | • Name desert plants and animals  
• Draw desert plants and animals  
• Label drawings with name of plant or animal (I)  
• Identify organisms as planta or animal | |
| **Attitudes/positions** | • “I can write!” Confidence in beginning abilities as an author. | • Appreciate own environment and why its plants and animals are adapted the way they are. |
Functional / Notional chart
Lesson #2: Desert plants and animals

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat</td>
<td>Recurring phrases in a song or text (PP, SE, I)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match</td>
<td>Written plant/animal names with photograph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>Desert animals</td>
<td>Veo un/a ___ (SE, I)</td>
<td>Masc. / fem. nouns</td>
<td>Lagarto, pájaro, flores, coyote, mariquita, insecto, ratón, culebra, gato, perro, gallina, liebre, mariposa, cacto, saguaro, nopal, cacto de barril</td>
</tr>
<tr>
<td>Visually present</td>
<td>Desert plants and animals</td>
<td>Este es un ___ (SE, I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recite</td>
<td>The familiar sections of a poem</td>
<td>___ en el desierto.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PP = Preproduction
(Pointing and gesturing are acceptable responses.)
Suggestion: include learners at this stage by asking yes/no questions or questions that require them to point or gesture to indicate understanding.

SE = Speech emergence
(Yes/no, and 1-2 word answers are acceptable responses.)

I = Beginner / intermediate
(Intermediate level speakers should be able to answer in longer utterances, maybe even complete sentences.)
Lesson Plan
Lesson #2 Desert plants and animals

Learning and Language Objectives:
1. Students will be able to name several desert plants and animals.
2. Students will be able to visually represent the organisms they name.
3. Students will be able to classify their organism as planta or animal.

Pre-Lesson Send-Home:
Prior to this lesson, send students home with a list of desert plants and animals with a photograph of each. (See pages 28, 29 for this lesson’s send-home.)

Materials:
1. Pre-lesson send-home matching sheet. (See pages 28, 29)
2. SONG: Vamos al desierto on chart paper. (See pages 32, 33)
3. Enlarged version of the matching sheet with only a few animals (See page 30)
4. Word wall with words and illustrations from the take-home sheet
5. Tradebooks:
   a. This House is Made of Mud / Esta casa está hecha de lodo by Ken Buchanan
   b. Plantas del desierto by Chelsea House
   c. Cactos by Jason Cooper
6. Chart paper and markers
7. 3x5” index cards—2 per student
8. Colored pencils, markers, or crayons for the students
9. POEM: En el desierto on chart paper. (See page 31)

Transition Activity: (1-2 minutes as classes switch)
Sing Vamos al desierto to the tune of “She’ll be Comin’ Around the Mountain” as students enter. Encourage them to join in during repetitive sections. Point to the word “desierto” and enunciate very carefully each time you say it so that students will begin to pick up on new key vocabulary. Use the “desert” icon from the word wall as well. Today, more students should be able to join in with lyrics and gestures. Encourage participation by modeling enthusiastically. (See pages 32, 33 at the end of this lesson for a copy of the song in English and Spanish.)

Anticipatory set: (5 minutes)
Use 4-5 of the word-photo pairs from the send-home vocabulary sheet and play a matching game with the students. Have the words and photos cut out and taped to a blackboard or easel. Read through the words once and ask for volunteers to match a plant or animal name with its picture. This is an excellent activity in which to involve students in the silent stage or early beginners since they are not required to speak to make decisions and show their knowledge. (See page 30) for enlarged words and pictures for whole-class matching.)
Procedure:

1. Read-aloud: This House is Made of Mud / Esta casa está hecha de lodo by Ken Buchanan (10-15 minutes)
   a. Teacher introduction to text: Hoy les voy a leer un libro. (1) El libro se llama “Esta casa está hecha de lodo.” (1) Quiero que busquen unos (1) animales (1) en este libro. (1) Cuando ves un animal (1) toque la nariz. Today I am going to read you a story. (1) The story is called “This House is Made of Mud.” (1) I want you to look for some (1) animals (1) in this story. (1) when you see an animal, (1) touch your nose.
   b. Walk through the pictures and think aloud as you see animals on the pages. Model for the students, “Ah, veo una liebre, toco mi nariz.” “Oh, I see a desert hare, I have to touch my nose.”
   c. As you read the story aloud, be sure to continue modeling and emphasizing each time a new animal is mentioned or pictured.

2. List desert plants and animals (10 minutes)
   a. TEACHER: ¡Wow! Habían muchos animales en este libro. (1) Había un _______
   Wow! There were a lot of animals in this book. (1) In the story there was a _______.
   b. Allow students to state the animals they recall from the story. They can certainly lean on the initial matching activity or the word wall to help them remember. As they name animals, write them in list form on a piece of chart paper or a blackboard. Invite students to record or illustrate their own responses as they are comfortable.
   c. When the subject of plants comes up in discussion, share the following books with the students—so they can see the pictures:
      i. Plantas del desierto by Chelsea House
      ii. Cactos by Jason Cooper

3. Small group activity (20 minutes)
   a. Students will draw one desert plant or animal on each of their 2 index cards while working with classmates to come up with original answers.
   b. Invite two intermediate level speakers to do a role-play modeling of the task that is to come. Model passing out 2 cards to each student, not knowing what to draw, helping a classmate with suggestions, looking toward the word wall or the list made in the previous activity, etc.
   c. Assign students to groups of 3-4. Be sure to match some beginning level language learners with some intermediate or more advanced language learners.
   d. Give each group leader enough index cards so that each group member receives 2.
   e. Circulate among the groups during 20 minutes of work-time. Use this time to observe and to offer help if necessary. Allow students to tell you what they are working on. Paraphrase and repeat affirmingly.
   f. **NOTE: Assign one of the groups to make cards depicting animals that are definitely NOT from the desert. These will be used in lesson #3, classifying.

4. Sharing: (10 minutes)
   a. Bring the class back together to review their plant and animal cards. Take the time to go through each of them and name them together.
b. Before class tomorrow, be sure to label them clearly if students did not do so with the name of the plant or animal

5. Closure: (5 minutes)
   a. Review the poem *En el desierto* from yesterday together as a shared choral-read.
   b. Encourage all students to join in on the repeating lines.

**Transition Activity**

Sing *Vamos al desierto* to the tune of “She’ll be Comin’ Around the Mountain” as students transition to their next class. Encourage all students to join in on the repeating lines.
Dear parents,

We continue with our study of the desert. Tomorrow's lesson deals with plants and animals of the desert. Help your child be prepared to learn these words by cutting out the words and the pictures and playing a matching game.

Thank you!

Lagarto (lizard)

Pájaro (bird)

Flores (flowers)

Coyote

Mariquita (ladybug)

Ratón (mouse)
Culebra \textit{snake}

Gallina \textit{chicken}

Liebre \textit{hare}

Mariposa \textit{butterfly}

Saguaro

Nopal

Cacto de barril \textit{barrel cactus}
Enlarged matching game for opening of lesson
Cut out and tape to easel

Saguaro
Culebra
Liebre
Ratón
Coyote
Lagarto
EN EL DESIERTO
No hay árboles ni sombra
En el desierto,
Sólo dunas de arena
En el desierto,
Las noches son muy frías
En el desierto,
Y los días son de fuego
En el desierto.
Los albornoces blancos
En el desierto,
Se mueven como velas
En el desierto,
Y es océano de arena
Todo el desierto,
En que navegan barcos
En el desierto,
Que son altos camellos
En el desierto,
Que nos llevan al puerto
En el desierto,
Con las altas palmeras
—cargaditas de dátils—
En el desierto
—Alma Flor Ada
Song for transition activity

**Going To The Desert (Sung to: "She'll Be Comin Around The Mountain")**

We are going on a journey to the desert
We are going on a journey to the desert
We are going on a journey
We are going on a journey
We are going on a journey to the desert

Oh we won't see snow or ice while we're there
Brrrr Brrrr
Oh we won't see snow or ice while we're there
Brrrr Brrrr
Oh we won't see snow or ice
Oh we won't see snow or ice
Oh we won't see snow or ice while we're there
Brrrr Brrrr

Oh the sun will be shining, yes it will
Whew Whew!!!!
Oh the sun will be shining, yes it will
Whew Whew!!!!
Oh the sun will be shining
Oh the sun will be shining
Oh the sun will be shining, yes it will
Whew Whew!!!!

You can add the following verses:

Oh we'll see a saguaro cactus where we're there
Ouch ouch!

Oh we'll see a roadrunner---watch it go!
Whoosh whoosh!

Daylene 9-15-99
daylene@perpetualpreschool.com
http://www.perpetualpreschool.com/preschoolThemes/deserts/desert_songs.htm
Vamos al desierto (Sung to: She'll Be Comin' Around The Mountain)

Vamos de viaje al desierto
Vamos de viaje al desierto
O, vamos de viaje
Vamos de viaje
Vamos de viaje al desierto

No hará nieve allí (brrrr, brrrr)
No hará hielo allí (brrrr, brrrr)
No hará nieve
No hará hielo
No hará nieve en el desierto (brrrr, brrrr)

O, brilla el sol caliente (whew, whew)
O, brilla el sol caliente (whew, whew)
O, brilla el sol
Brilla el sol
Brilla el sol caliente (whew, whew)

Veremos un saguaro allí (¡Ay, ay!)
Veremos un saguaro allí (¡Ay, ay!)
Veremos unos cactos
Veremos unos cactos
Veremos un saguaro allí (¡Ay, ay!)

Veremos un correcaminos—allí va.
Veremos un correcaminos—allí va.
Veremos un correcaminos
Veremos un correcaminos—allí va.

Daylene 9-15-99
daylene@perpetualpreschool.com
http://www.perpetualpreschool.com/preschoolThemes/deserts/desert_songs.htm
Lesson 3
### Goals and Objectives

**LESSON #3 Classifying animals by their habitat**

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | • Spoken ideas can be recorded in writing.  
• SPANISH VOCAB: *habitat, adaptación, desierto.* | • Animals are well suited for their environments.  
• Habitats in which various animals live.  
• The meaning of “habitat” and “adaptation.” | • Group items by classifying into two categories; label categories. |
| **Skills** | • Orally state some adaptations of (desert)* animals.  
• Discuss how each adaptation helps the animal survive.  
• Use the words “adaptación” and “habitat” correctly in context.  
• Assign category/topic names for classifying.  
• Describe adaptations and relate each one to correct habitat. | • State adaptations of (desert)* animals.  
• Discuss how each adaptation helps the animal survive.  
• Use the words “adaptation” and “habitat” correctly in context.  
• Classify animals by their habitat. |
| **Attitudes/Dispositions** | • “I can write!” Confidence in beginning abilities as an author. | • Appreciate own environment and why its plants and animals are adapted the way they are. |
### Functional / Notional chart
Lesson #3: Classifying animals by their habitat

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Desert animals</td>
<td><em>El (la) ___ es del desierto.</em> (SE)</td>
<td>Masc./Fem.</td>
<td>Lagarto, culebra, coyote, liebre,</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>El (la) ___ vive en el desierto.</em> (SE)</td>
<td>Nouns</td>
<td>tortuga, búho, rata, cangrejo,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Articles</td>
<td>escorpión, correcaminos, monstruo de gila.</td>
</tr>
<tr>
<td>Describe</td>
<td>The desert habitat</td>
<td><em>El desierto es ___.</em> (SE)</td>
<td>S-V agreement</td>
<td>Caliente, seco, árido, cactos, lluvia, agua, duro,</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>El desierto (no) tiene ___.</em> (SE)</td>
<td></td>
<td>Hay, animales, sobrevivir, difícil</td>
</tr>
<tr>
<td>Name</td>
<td>Animals’ desert adaptations</td>
<td><em>El (la) ___ tiene ___.</em> (SE, I)</td>
<td>Masc./Fem.</td>
<td>Patas, boca, piel, garras, púas,</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Yo veo los (las) ____.</em> (SE)</td>
<td>Nouns</td>
<td>orejas, adaptación, grandes, alfilados, duros, secos.</td>
</tr>
<tr>
<td>Associate</td>
<td>A physical feature</td>
<td><em>Los (las) ___ ayudan al ___ a ___</em>. (I)</td>
<td>Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(adaptation) with a mean of survival in the desert.</td>
<td><em>El (la) puede ___ con los ___.</em> (SE, I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classify</td>
<td>Animals according to their habitat.</td>
<td><em>El (la) ___ es del desierto.</em> (SE)</td>
<td>Masc./Fem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>El (la) ___ no es del desierto.</em> (SE)</td>
<td>Nouns</td>
<td></td>
</tr>
<tr>
<td>Justify</td>
<td>Classification decisions.</td>
<td><em>Yo sé que el ___ es del desierto porque ____.</em> (I)</td>
<td>Infinitive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>tiene ___ que le deja ___.</em> (SE, I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesize</td>
<td>Whether a fictional animal could / could not live in the desert.</td>
<td><em>El ___ (no) podía vivir en el desierto porque ___.</em> (SE, I)</td>
<td>Conditional</td>
<td></td>
</tr>
</tbody>
</table>

**PP = Preproduction**
(Pointing and gesturing are acceptable responses.)
Suggestion: include learners at this stage by asking yes/no questions or questions that require them to point or gesture to indicate understanding.

**SE = Speech emergence**
(Yes/no, and 1-2 word answers are acceptable responses.)

**I = Beginner / intermediate**
(Intermediate level speakers should be able to answer in longer utterances, maybe even complete sentences.)
Lesson Plan
Lesson #3  Classifying animals by their habitat

Learning and Language Objectives:
1. Students will be able to classify animals as being from the desert or not from the desert. (All students)
2. Students will be able to label the two categories. (SE, I)
3. Students will be able to give an explanation to support their decision of where to classify each animal. (All students)
4. Students will use the word adaptación or adaptado to signal their understanding of traits that make an animal well suited for its habitat. (SE, I)

Materials:
1. Desert poem on chart paper: En el desierto.
2. Word wall containing the following words with iconic representations when possible.
   - Adaptación
   - Adaptado
   - Animal
   - Hábitat
   - Piel
   - Desierto
   - Orejas
   - Agua
   - Boca
   - Calor
3. El autobús mágico se reseca (The Magic School Bus Dries Up). (See page 52 for sample and paraphrasing.)
4. 8 ½ x 11” photos of each animal described in the text (See pages 54-63 for posters.)
   - Correcaminos (roadrunner)
   - Lagarto con un collar en el cuello (collard lizard)
   - Monstruo de gila (gila monster)
   - Lagarto con púas (spiny lizard)
   - Liebre (desert hare)
   - Tortuga del desierto (desert tortoise)
   - Búho (owl)
   - Rata canguro (kangaroo rat)
   - Escorpión (scorpion)
   - Coyote (coyote)
5. Arrows for labeling and tape for sticking (See page 64)
6. Student-made animal cards from previous lesson.
7. Pocket chart, sentence strips, markers (See page 65 for diagram.)
8. Dragon and Unicorn posters for closure activity (See page 66, 67.)
Transition activity: (1-2 minutes while classes switch)
Review desert poem *En el desierto* orally as a shared reading. Lead the reading with rhythm, emphasizing the repeated line “...en el desierto” so all students join in.

Anticipatory set: (5 minutes)
Activate prior knowledge (from previous lessons and personal experience) with questioning. Be sure to ask appropriately leveled questions of each child. Below are some samples.

- Preproduction
  - *¿Enseñame cómo es el desierto.* (Respondiendo con un gesto)
    - Show me what it’s like in the desert. (Student can make familiar gesture for “hot”)

- Speech Emergence
  - *¿Hace calor o frío en el desierto?*  
    - Is the desert hot or cold?
  - *¿Está seco o lluvioso en el desierto?*  
    - Is the desert dry or rainy?
  - *¿Es difícil sobrevivir en el desierto?*  
    - Is it hard to survive in the desert?
  - *¿A ti te gustaría vivir en el desierto?*  
    - Would you like to live in the desert?
  - *Nombra un animal desierto.*  
    - Name an animal from the desert.

- Intermediate
  - *¿Por qué es tan difícil sobrevivir en el desierto?*  
    - Why is it so difficult to survive in the desert?
  - *¿Qué clase de animal vive en el desierto?*  
    - What kind of animal can live in the desert?
  - *¿Te gustaría vivir allí tú? ¿Por qué?*  
    - Would you like to live there? Why / Why not?
  - *¿Cómo es diferente el desierto que nuestro habitat, New Haven?*  
    - How is the desert different than our habitat—New Haven?

Allow several moments for students to raise questions or wonderments. Give extra wait time and encourage students to help each other form their ideas.

Pre-lesson send-home
Prior to the day of the lesson, send home a study sheet with pictures of desert adaptations labeled in Spanish and English so that students can practice at home and be familiar with the words and the concepts before they arrive in class. This will also help to foster the link between home and classroom, which is vital in any classroom—especially in a dual language school. (See page 40 below.)
Procedure:
1. Read magic school bus book. (10 minutes)
   a. Teacher: Hoy vamos a leer un libro que se llama “El autobus mágico se reseca.”
      Caminemos (haga un gesto de ‘caminar’ con los dedos) por los dibujos para ver de cuáles
      animales desérticos vamos a aprender. Today we will read a book called “The Magic
      School Bus Dries Up.” Let’s do a picture walk to see what desert animals we will learn
      about.
      Point out each of the desert animals and think aloud about their adaptations.
      Example: Mira! (1) Una liebre. (1) ¡Qué grandes son las orejas! (1) Me pregunto (1)
      como ayudan a la liebre sobrevivir en el desierto.
      Oh, look! Here’s a desert hare. Wow, his ears are very big, I wonder if his big ears help
      him live in the desert.
   b. This book is very dense and more advanced than this level learner can absorb as it is
      written. Rather than do a traditional read-aloud, read the first two pages to set the stage,
      then enthusiastically paraphrase the rest, reading key sentences that give clues about desert
      animals’ physical adaptations. Read and paraphrase at a slow but natural rate of speech
      making use of slightly exaggerated (yet natural) pauses and careful articulation. An
      example of how to paraphrase is found in the materials section of lesson 3. (See right
      margins of page 42 for paraphrasing example.)
   c. The last two pages may be skipped, as they do not contain useful desert information.
      Skipping them still ends the story with a sense of closure
2. Identify adaptations with picture posters included below. (20 minutes) Numbers in parenthesis
   signal seconds of pause.
   a. Teacher: Acabamos de leer de los (1) animales desérticos. (2)
      Hay muchas clases de (1) animales desérticos. (2)
      El correcaminos es un animal desierto. (2)
      El correcaminos vive en el desierto. (2)
      ¿Quién me puede señalar una (1) adaptación que ayuda al correcaminos vivir en el
      desierto?
      We just read about (1) desert animals. (2) There are many kinds of (1) desert animals. One
      kind of desert animal is the roadrunner. (2) The roadrunner lives in the desert. (2) It is a
      desert animal. Who can point to an (1) adaptation that helps the roadrunner live in the
      desert?
   b. Show the roadrunner card and provide a sticky arrow to any student who volunteers to
      point to a desert adaptation.
   c. After this initial modeling, split the students into 5 groups giving approximately 2 photo
      cards to each group and several sticky arrows. Instruct them to continue identifying
      adaptations as was modeled, discussing ideas together with the group.
   d. Review each poster and label the sticky arrows in a shared-writing format.
3. Sort animal cards (10 minutes)
   a. Give each student one animal card.
   b. One-by-one, have them decide which side of the pocket chart to place their card. (See
      diagram on page 55)
   c. Ask each student why he/she chose that particular side of the chart making sure to use
      appropriate questions for each student’s level of acquisition
      • Preproduction
         o Enseñame por qué tu animal vive / no vive en el desierto.
         • Show me why your animal lives / doesn’t live in the desert.
Animals and Their Habitats

First Grade

Spanish as a second language

- ¿Qué le ayuda a tu animal vivir en el desierto?
  - What helps your animal live in the desert?

• Speech Emergence
  - ¿Va allí por las orejas o el pelo?
    - Does it go there because of its ears or its skin?
  - ¿Las orejas de la liebre le enfrían?
    - Do that hare's ears help keep it cool?

• Intermediate
  - ¿Cómo se adapta el ____ a vivir en el desierto?
    - How is the ____ adapted to live in the desert?
  - ¿Qué te hace pensar en clasificarlo así?
    - What makes you think that it goes there?
  - ¿Qué adaptación tiene que te hace pensar eso?
    - What adaptation does it have that makes you think that?

4. Label categories (2 minutes)
   a. After each student has made a classification decision guide students to name the two categories of animals they created on the pocket chart.
   b. Write the labels on sentence strips (or allow a student volunteer to do so)
   c. Add an icon to the labels (sample category headers/labels are below)

```
<table>
<thead>
<tr>
<th>i. Animales desérticos</th>
<th>Desert animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Animales no desérticos</td>
<td>Not desert animals</td>
</tr>
</tbody>
</table>
```

5. Closure (5 minutes):
   a. Show pictures of two imaginary animals (a dragon and a unicorn; see pages 56, 57) and ask if it could live in the desert... why?
   b. Allow various students to respond.
   c. Affirm responses with positive paraphrasing and repetition of their insightful phrases.
Animals and Their Habitats  First Grade  Spanish as a second language

Images:

Icons for word wall
a. Adaptación
b. Adaptado
c. Animal
d. Hábitat
e. Patas
f. Boca
g. Piel
h. Desierto
i. Orejas
j. Agua
k. Calor

Lesson #3: Classifying

K. Fullton, July 2004
PARENTS: We are studying animal adaptations. Please practice these at home tonight.

**Correcaminos**
Roadrunner

**Lagarto con collar**
Collard lizard

**Lagarto con púas**
Spiny lizard

**Búho**
Owl

**Tortuga**
Desert Tortoise

**Monstro de gila**
Gila Monster

**Rata canguro**
Kangaroo Rat

**Liebre** /
Desert Hare
Pronto descubrimos un correcaminos hambriento, que corría tras un lagarto con un collar en el cuello.
—¡Rápido! —exclamó Phoebe—. ¡Corran todos al autobús!
¡Tenemos que salvar ese lagarto!
Los ojos de la señorita Frizzle se iluminaron.
—Phoebe, ésta es una situación que merece ser explorada
—dijo la Friz.

En el autobús, la señorita Frizzle haló una palanca. ¡El autobús empezó a achicarse hasta convertirse en un monstruo de gila! ¡Y ahora el correcaminos nos perseguía a nosotros!
—La señorita Frizzle aceleró... a fondo!
—Como siempre digo, a mal hambre buena cara.

Vieron un correcaminos. El correcaminos queía comer a un lagarto. Fueron a salvarlo.

El autobús se convirtió en un monstruo de gila. ¡El correcaminos trató de comer al autobús!
Students create icons for key words during shared reading, lesson #1.

**EN EL DESIERTO**

No hay árboles ni sombra  
**En el desierto,**  
Sólo dunas de arena  
**En el desierto,**  
Las noches son muy frías  
**En el desierto,**  
Y los días son de fuego  
**En el desierto,**  
Los albornoces blancos  
**En el desierto,**  
Se mueven como velas  
**En el desierto,**  
Y es océano de arena  
**Todo el desierto,**  
En que navegan barcos  
**En el desierto,**  
Que son altos camellos  
**En el desierto,**  
Que nos llevan al puerto  
**En el desierto,**  
Con las altas palmeras  
—cargaditas de dátiles—  
**En el desierto**

—Alma Flor Ada
a. Correcaminos

Lesson #3: Classifying
b. Lagarto con un collar en el cuello
c. Monstruo de gila
d. Lagarto con púas
e. Liebre
Tortuga del desierto
Búho
Rata canguro
Escorpión
Coyote
Arrows for labeling (make several copies and cut out):
**Pocket Chart Diagram**

Use any size pocket chart that will hold 3x5" cards.
If you do not have a pocket chart, divide a piece of chart vertically in half to form a "T" chart.

<table>
<thead>
<tr>
<th>Divided with tape</th>
<th>Sentence strip labels go here after activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index cards</td>
<td></td>
</tr>
<tr>
<td>Clear pockets</td>
<td></td>
</tr>
</tbody>
</table>

Divided in half with masking tape, students place index cards on either side of the pocket chart and label the two sides appropriately when finished.

If pocket charts are unavailable or undesirable, make a "T" chart like this one and have students classify their animal cards by taping them to large chart paper.
¿Un dragón podría vivir en un desierto?
¿Un unicórnio podría vivir en un desierto?
Lesson 4
## Goals and Objectives
Lesson #4 Inventing a Desert Animal

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | • Spoken ideas can be recorded in writing.  
• SPANISH VOCAB: *Adaptación, animal,*  
• Characteristics of a desert habitat.  
• Adaptations common to desert animals.  
• The meaning of “habitat” and “adaptation.” | |
| **Skills** | • Write the name of an invented desert animal.  
• Identify the desert adaptations of the imaginary animal.  
• Describe adaptations and relate each one to the desert habitat (in writing or orally).  
• Invent an imaginary animal with adaptations suiting it for desert life.  
• Create a model or poster of invented animal. | |
| **Attitudes/Dispositions** | • “I can write!” Confidence in beginning abilities as an author.  
• Appreciate own environment and why its plants and animals are adapted the way they are. | |
# Functional / Notional chart

**Lesson #4: Inventing a Desert Animal**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat</td>
<td>Recurring phrases in a song or text (PP, SE, I)</td>
<td>...en el desierto. (PP, SE, I) Vamos de viaje. (PP, SE, I)</td>
<td>S-V agreement Use of infinitive</td>
<td>ANIMALS: Lagarto, culebra, coyote, liebre, tortuga, búho, rata canguro, escorpión, correcaminos, monstruo de gila.</td>
</tr>
<tr>
<td>Name/identify</td>
<td>Animal adaptations specific to the desert.</td>
<td>El ___ tiene ___ (SE, I) ___ es/son una adaptación. (SE, I) ___ le ayuda a ___. (I)</td>
<td></td>
<td>ADAPTATIONS: Patas, boca, piel, garras, púas, orejas, adaptación, grandes, afilados, duros, secos.</td>
</tr>
<tr>
<td>Label</td>
<td>An invented “desert” animal with its name.</td>
<td>Mi animal se llama ___. (SE, I)</td>
<td></td>
<td>ACTIONS: Correr, cazar, sobrevivir, ver, enfriarse.</td>
</tr>
<tr>
<td>Describe</td>
<td>The invented animal’s name.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell</td>
<td>A classmate what one’s invented animal will look like</td>
<td>Yo voy a hacer ___.(SE, I) Mi animal será / tendrá ___. (SE, I)</td>
<td>Masc./Fem. Future tenses (formal, informal)</td>
<td></td>
</tr>
<tr>
<td>Inquire</td>
<td>What a classmate’s animal will look like</td>
<td>¿Cómo será tu animal? (SE, I) ¿Cuáles adaptaciones tendrá? (SE, I)</td>
<td>Future tenses (formal, informal)</td>
<td></td>
</tr>
<tr>
<td>Advise/give ideas</td>
<td>Help a classmate complete a project.</td>
<td>Puedes hacer ___. Podrías hacer un ___.</td>
<td>Conditional</td>
<td></td>
</tr>
</tbody>
</table>

**PP = Preproduction**
(Pointing and gesturing are acceptable responses.)
Suggestion: include learners at this stage by asking yes/no questions or questions that require them to point or gesture to indicate understanding.

**SE = Speech emergence**
(Yes/no, and 1-2 word answers are acceptable responses.)

**I = Beginner / intermediate**
(Intermediate level speakers should be able to answer in longer utterances, maybe even complete sentences.)
Lesson Plan
Lesson #4 Inventing a Desert Animal

Learning and Language Objectives:
1. Students will be able to invent an imaginary animal with adaptations suiting it for desert life.
2. Students will be able to create a model or poster of their invented animal.
3. Students will be able to write the name of their invented desert animal.
4. Students will be able to identify the desert adaptations of their imaginary animal.
5. Students will be able to describe their animal's adaptations and how each one relates to the desert habitat (in writing or orally)

Materials:
1. SONG: *Vamos al desierto* (sung to "She'll be Comin' Around the Mountain")
   (See pages 63, 64 for English and Spanish versions of the song.)
2. Pocket chart with sorted cards from lessons 2 and 3 (see page 26 [point 3] for description, page 55 for diagram)
3. Tradebooks: *The Desert is My Mother / El desierto es mi madre*, by Pat Mora.
4. Teacher model of invented desert animal. (See page 67 for an example.)
5. Markers, pens, colored pencils, paint, paint brushes, large construction paper (black, white), glue, tape, cardboard tubes, fabric scraps, paper scraps, pipe cleaners, toothpicks, sand, oatmeal, google eyes, and other art supplies for creating an invented animal. Newspaper for a drop cloth.
6. Extra patience during animal creation—this could get messy!
7. Evaluation rubric for assessment (creation of invented "desert" animal) (see pages 68, 69 for Spanish and English rubric).
8. Word wall with adaptation words. (See page 65 for larger images.)
   a. Púas
   b. Escamas
   c. Orejas grandes
   d. Nocturno
   e. Ojos grandes
   f. Guarda agua
   g. Excava
   h. Garras
   i. Dientes alfilados
   j. Corre rápido
   k. Veneno
   l. Camuflaje
Pre-lesson send-home:
See page 65 for this lesson’s send-home vocabulary sheet. It can also be used for the classroom word wall. Encourage parents to take an active role in helping their child learn new vocabulary in his/her second language! What a gift!

Transition activity: (1-2 minutes while classes switch)
Sing *Vamos al desierto* as students enter. Having been used all week, this song should be familiar to students. Encourage them to participate in the singing and gestures—especially the repeated sections of the song. Have fun!

Anticipatory set: (5 minutes)
Review sorting activity from lesson #3. Point to the pocket chart with sorted cards and ask students to name some of the animals on the “Desert animals” side of the T-chart. After several animals are named, follow with questioning:

- **Pre-production**
  - ¿Me enseñas por qué es del desierto? (Show me why it lives in the desert.)
  - *Toque la adaptación del desierto.* (Point to the desert adaptation.)

- **Speech Emergence**
  - ¿Esta es la adaptación? (pointing to indicate) (Is this an adaptation?)
  - ¿Las púas son una adaptación del desierto? (Are spines a desert adaptation?)
  - ¿Qué le ayuda vivir en el desierto, el pelo o las orejas grandes? (Which helps it live in the desert, fur or large ears?)

- **Intermediate**
  - ¿Cuál adaptación le ayuda vivir en el desierto? (Which adaptation helps it live in the desert?)
  - ¿Cómo está adaptado a sobrevivir en el desierto? (How is this animal adapted to survive in the desert?)

Procedure:
1. **Read-Aloud (10 minutes)**
   a. *The Desert in My Mother / El desierto es mi madre* by Pat Mora
   b. **TEACHER: Este libro se llama El desierto es mi madre.** (1) Las madres aman a sus hijos. (1) Las madres cuidan a sus hijos. (1) El desierto cuida a esta niña. (1) El desierto le da de comer como una madre. (1) El desierto le da todo que necesita... (1) como una madre.
   This story is called *The Desert is My Mother.* (1) Mothers love their children. (1) Mothers take care of their children. (1) The desert takes care of this girl. (1) The desert gives her food like a mother. (1) The desert gives her everything she needs... (1) just like a mother.
   c. Read the story with a slow and natural pace, pausing to emphasize important words, articulating carefully and pointing to the illustrations that help to clarify meaning.

2. **Model animal-making (5 minutes)**
   a. Show students the teacher model of invented animal (page 62).
   b. Ask students if this looks like a desert animal? What adaptations does it have? Explain the desert adaptations as students notice them: (Scales, large ears, large eyes, sharp claws, nocturnal, stores water [in its tail])
Animals and Their Habitats  
First Grade  
Spanish as a second language

c. Be sure that they know this is not a *real* animal—it is a silly, made-up animal with lots of desert adaptations.
d. Read the animal’s name: Largarbre nocturna (Nocturnal lizardhare).
e. Tell the students that each table group will have a big box of art supplies. Everyone will make up a desert animal. It can be a poster like mine, or better yet, it can be a model. It needs to have as many desert adaptations as you can think of and it must have a name. Think hard about the adaptations you give it. Help the classmates at your table group come up with some good ideas. Work together to make a great desert full of animals!

3. Invent a desert animal (30 minutes)
   a. Send students to their table groups to explore the materials before they start creating. (3 minutes)
   b. Give the students 2 minutes to think-pair-share with their table group members before they get to work.
      i. 30 seconds to THINK silently about what the animal might look like
      ii. 2 minutes to PAIR up with a friend to tell their ideas and listen to the friend’s ideas
      iii. 2 minutes to SHARE all their ideas with another table group member
   c. GET TO WORK
      i. Give the students the remainder of the class period to work on their animals.
      ii. Have them put their name on their animal and store them until tomorrow—they will probably need to finish them later.

4. Closure: (5 minutes)
   a. Gather the students together to read the poem *En el desierto* as a shared reading.
   b. Encourage all students to participate with the familiar and repetitive portions of the text

**Transition Activity** (1-2 minutes during switch)
Sing *Vamos al desierto* one more time as students transition to their next class.

---

Lesson #4: Inventing a Desert Animal
Going To The Desert (Sung to: She'll Be Comin Around The Mountain)

We are going on a journey to the desert
We are going on a journey to the desert
We are going on a journey
We are going on a journey
We are going on a journey to the desert

Oh we won't see snow or ice while we're there
Brrrrr Brrrrr
Oh we won't see snow or ice while we're there
Brrrrr Brrrrr
Oh we won't see snow or ice
Oh we won't see snow or ice
Oh we won't see snow or ice while we're there
Brrrrr Brrrrr

Oh the sun will be shining, yes it will
Whew Whew!!!!
Oh the sun will be shining, yes it will
Whew Whew!!!!
Oh the sun will be shining
Oh the sun will be shining
Oh the sun will be shining, yes it will
Whew Whew!!!!

You can add the following verses:

Oh we'll see a saguaro cactus where we're there
Ouch ouch!

Oh we'll see a roadrunner------watch it go!
Whoosh whoosh!

Daylene 9-15-99
daylene@perpetualpreschool.com
http://www.perpetualpreschool.com/preschool_themes/deserts/desert_songs.htm
Vamos al desierto (Sung to: *She'll Be Comin' Around The Mountain*)

Vamos de viaje al desierto
Vamos de viaje al desierto
O, vamos de viaje
Vamos de viaje
Vamos de viaje al desierto

No hará nieve allí (brr, brr)
No hará hielo allí (brr, brr)
No hará nieve
No hará hielo
No hará nieve en el desierto (brr, brr)

O, brilla el sol caliente (whew, whew)
O, brilla el sol caliente (whew, whew)
O, brilla el sol
Brilla el sol
Brilla el sol caliente (whew, whew)

Veremos un saguaro allí (¡Ay, ay!)
Veremos un saguaro allí (¡Ay, ay!)
Veremos unos cactus
Veremos unos cactus
Veremos un saguaro allí (¡Ay, ay!)

Veremos un correcaminos—allí va.
Veremos un correcaminos—allí va.
Veremos un correcaminos
Veremos un correcaminos—allí va.
Dear parents,

As we conclude our study of the desert, please have your child review these words for adaptations that desert animals often have. Tomorrow we will invent our own desert animals with these adaptations. THANK YOU!

---

**Word wall words**
Pre-lesson send-home

- Púas
- Escamas
- Orejas grandes
- Nocturno
- Ojos grandes
- Guarda agua
- Excava
- Garras
- Dientes alfilados
- Corre rápido
- Veneno
- Camuflaje

Lesson #4: Inventing a Desert Animal

K. Fullton, July 2004
Animals and Their Habitats  First Grade  Spanish as a second language

Students create icons for key words during shared reading, lesson #1.

EN EL DESIERTO

No hay árboles ni sombra

En el desierto,
Sólo dunas de arena

En el desierto,
Las noches son muy frías

En el desierto,
Y los días son de fuego

En el desierto.

Los albornoces blancos

En el desierto,
Se mueven como velas

En el desierto,
Y es océano de arena

Todo el desierto,
En que navegan barcos

En el desierto,
Que son altos camellos

En el desierto,
Que nos llevan al puerto

En el desierto,
Con las altas palmeras
—cargaditas de dátiles—

En el desierto

—Alma Flor Ada

Lesson #4: Inventing a Desert Animal
Una lagartija nocturna
Habitat Unit Assessment

ASSIGNMENT: Each student will invent an imaginary desert animal and create a visual representation of it (model or poster). Each student will write the animal’s name and give an oral or written description of how their animal is adapted for life in the desert.

Name: ________________________________
Date: __________________

Habitat: ______________________________

<table>
<thead>
<tr>
<th>Needs work</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Animal includes several habitat-appropriate adaptations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student explains how each adaptation helps the animal survive its habitat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal is named</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work is neat and careful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score __________ / 20
Evaluación para la unidad de los hábitats

ASIGNACIÓN: Cada estudiante inventará un animal desértico original. Creará una representación visual (un modelo o poster). Cada estudiante escribirá el nombre de su animal inventado y dar una descripción oral de cómo es y cómo se adapta a la vida difícil en el desierto.

Nombre: ________________________________________________
Fecha: __________________

Habitat: ________________________________________________

<table>
<thead>
<tr>
<th>Animal</th>
<th>Necesita mejorar</th>
<th>Más o menos</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Animal inventado incluye varias adaptaciones apropiados para el habitat donde vive.

El estudiante explica cómo le ayuda cada adaptación al animal.

Animal tiene nombre.

Trabajo hecho con cuidado.

Total _______/ 20
Checklists
Write the PAGE NUMBERS and any other identifying features to identify those parts of your lesson that employ the following strategies.

**KEY:**
- **TA** = transition activity; **AS** = anticipatory set; 8 = page 8; 5.TA = page 5, transition activity; 6.1 = page 6, point #1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson</th>
<th>Lesson</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.1.a</td>
<td>Visuals (Realia, Manipulatives, Gestures)</td>
<td>5.TA, 7.5</td>
<td>25.TA, 25.AS, 26.1</td>
</tr>
<tr>
<td>I.1.b</td>
<td>Model (Instructions, Processes)</td>
<td>6.AS</td>
<td>26.1, 26.2.b,</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.1.</td>
<td>Graphic Organizers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.2.</td>
<td>Develop Vocabulary</td>
<td>7.0, 8</td>
<td>25.AS, 26.2, 28, 29</td>
</tr>
<tr>
<td>II.3.</td>
<td>Simplify Written Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.1.</td>
<td>Graphic Organizers; Listening Guides, checklists, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.2.</td>
<td>Frame Main Ideas</td>
<td></td>
<td>26.1,</td>
</tr>
<tr>
<td>III.3.</td>
<td>Pace Teacher’s Speech</td>
<td>6.AS, 6.1</td>
<td>26.1,</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.1.</td>
<td>Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.2.</td>
<td>Small Group Work (Including Information Gap Activities)</td>
<td></td>
<td>26.3</td>
</tr>
<tr>
<td>IV.3.</td>
<td>Meaningful, real-life activities; Students as researchers</td>
<td>6.3, 7.8</td>
<td>26.3</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.1.</td>
<td>Use questions appropriate for language levels</td>
<td>25.AS,</td>
<td>37.AS, 38.3</td>
</tr>
<tr>
<td>V.2.</td>
<td>Assign appropriate tasks for varying levels</td>
<td></td>
<td>26.3.f</td>
</tr>
<tr>
<td>VI. Literacy/Academic Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.1.</td>
<td>Allow use of L1 for planning and conceptualizing</td>
<td></td>
<td>26.3.e</td>
</tr>
</tbody>
</table>
## Grammar Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/V agreement</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>Plural/singular verb</td>
<td>1</td>
</tr>
<tr>
<td>Verb: haber</td>
<td>1</td>
</tr>
<tr>
<td>Question words</td>
<td>1</td>
</tr>
<tr>
<td>Masc./Fem. nouns</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Articles</td>
<td>3</td>
</tr>
<tr>
<td>Infinitive</td>
<td>3, 4</td>
</tr>
<tr>
<td>Conditional</td>
<td>3, 4</td>
</tr>
<tr>
<td>Future tenses</td>
<td>4</td>
</tr>
</tbody>
</table>

## Functions Checklist

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>State</td>
<td>1</td>
</tr>
<tr>
<td>Ask</td>
<td>1</td>
</tr>
<tr>
<td>Represent</td>
<td>1, 2</td>
</tr>
<tr>
<td>Match</td>
<td>2</td>
</tr>
<tr>
<td>Identify</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Recite</td>
<td>2</td>
</tr>
<tr>
<td>Describe</td>
<td>3</td>
</tr>
<tr>
<td>Name</td>
<td>3</td>
</tr>
<tr>
<td>Associate</td>
<td>3</td>
</tr>
<tr>
<td>Classify</td>
<td>3</td>
</tr>
<tr>
<td>Justify</td>
<td>3</td>
</tr>
<tr>
<td>Hypothesize</td>
<td>3</td>
</tr>
<tr>
<td>Label</td>
<td>4</td>
</tr>
<tr>
<td>Write</td>
<td>4</td>
</tr>
<tr>
<td>Tell</td>
<td>4</td>
</tr>
<tr>
<td>Inquire</td>
<td>4</td>
</tr>
<tr>
<td>Advise/give ideas</td>
<td>4</td>
</tr>
</tbody>
</table>
Original Lessons
Animals and their Habitats
Welch Annex School
First grade

Unit objectives:
1. Students will be able to name distinguishing characteristics of each habitat
2. Students will be able to name several animals typical of each habitat
3. Students will be able to explain the meaning of the words *habitat* and *adaptation*
4. Students will be able to describe how animals are adapted to their habitat
5. Students will be able to classify animals according to their habitat

Habitats to be studied:
1. Desert
2. Polar regions
3. Tropical rainforest
4. Ocean

Instructional strategies:
1. Read-aloud
2. Shared reading
   a. Poetry
   b. Big books
3. Shared writing
   a. Lists
   b. Stories
   c. Expository texts
4. Interactive writing
   a. Lists
   b. Stories
   c. Expository texts
5. Centers activities
   a. Independent writing
      i. Stories
      ii. Expository texts
   b. Art
   c. Independent/buddy reading
   d. Research (with librarian)

Assessments:
DESSERT: Each student will invent an imaginary desert animal and create a visual representation of it (model or drawing). Each student will write the animal’s name and give an oral or written description of how their animal is adapted for life in the desert.
Polar:
RAINFOREST:
OCEAN:
### Animals and Their Habitats
First grade unit goals and objectives

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | - Spoken ideas can be recorded in writing.  
- SPANISH VOCAB: *habitat, adaptación, desierto, selva, océano, regiones polares.* | - Animals are well suited for their environments.  
- Habitats in which various animals live.  
- The meaning of “habitat” and “adaptation.” | - Group items by classifying into two categories; label categories. |
| **Skills** | - Orally state some adaptations of (desert)* animals.  
- Discuss how each adaptation helps the animal survive.  
- Use the words “*adaptación*” and “*habitat*” correctly in context.  
- Assign category/topic names for classifying.  
- Write invented animal’s name.  
- Describe adaptations and relate each one to correct habitat. | - State adaptations of (desert)* animals.  
- Discuss how each adaptation helps the animal survive.  
- Use the words “*adaptation*” and “*habitat*” correctly in context.  
- Classify animals by their habitat.  
- Predict the habitat of an unknown animal (using photo or image).  
- Invent an imaginary (desert)* animal and create a model of it. | |
| **Attitudes/Dispositions** | - “I can write!” Confidence in beginning abilities as an author. | - Appreciate own environment and why its plants and animals are adapted the way they are. | |

* These four lessons about the desert are part of a larger unit about habitats. Others include: ocean, rainforest and polar regions. The goals and objectives are the same for each habitat.
Desert Lessons (1-4)

This unit is scheduled to last one week. Each lesson will last the entire literacy or ESL/SSL block of one day. Read-alouds and shared reading and writing will change daily to fit the focus of the day, but independent centers will remain the same all week so that all students have the opportunity to cycle through each one at least two times to complete his/her work or exploration.

Literacy block = 3 hours
ESL/SSL block = 1.5 hours

1. LESSON #1 Characteristics of the desert—This Lesson is meant to expose students to the desert as a distinct habitat. Comparisons will be made elicited between the desert and our habitat: the city.
   a. Read-aloud
      i. *La Zona del Silencio / The Silent Zone* by Magolo Cárdenas. A fiction story about a trip through a Mexican desert.
   b. Shared Reading
      i. Poem: *En el Desierto / En the Desert* by Alma Flor Ada. A repetitive poem with lots of visual imagery about the desert.
   c. Shared/Interactive writing
      i. Begin KWL about the Desert
   d. Centers—(these stay the same all week to give everyone a chance to rotate through)
      i. Independent writing
         1. Top 10: things that are great or awful about the desert
      ii. Art
         1. Design and create an animal that is well adapted to live in the desert. Name it and tell how it will survive in the desert.
   iii. Independent/buddy reading (in classroom library)
      1. Book box
         a. Desert books on varying levels
         b. Photos with captions
         c. Copies of shared writing and shared reading from the unit
         d. Classification cards: things that belong in the desert...and don’t
   iv. Research (with librarian)
      1. Desert animals: find and print photographs or diagrams and write captions indicating their adaptations.

2. LESSON #2 Desert plants and animals
   a. Read-aloud
b. Shared Reading
   i. Early brief review of *En el Desierto* poem from previous lesson
   ii. Poem: *La Víborita / The Little Snake* by María Elena Walsh. A short poem about a snake going to see her mother.

  c. Shared/Interactive writing
   i. Listing activity: Students work in pairs or small groups to write the names as many desert plants or animals on index cards as they can in the given time (5-10 min.). One group selected by the teacher lists non-desert plants or animals on index cards. The non-desert cards are saved for classifying during the next lesson and the desert cards are recorded on chart paper in list form.

  d. Centers: same as above for the duration of the week.

3. **LESSON #3** Desert plant and animal adaptations I: Classifying animals by their habitat

   a. Read-aloud
      i. *El Autobús Mágico se Reseca / The Magic School Bus Dries Up* Scholastic. A class goes on a magic field trip to the desert and notices many animals especially adapted to live there.

   b. Shared Reading
      i. Poem: *El Desierto es Mi Madre / The Desert Is My Mother* by Pat Mora. A beautiful poem about what the desert gives to a girl who calls it home.

   c. Shared/Interactive writing
      i. Classification activity: Students work in pairs or small groups to write the names of 2 desert plants or animals and 1 non-desert plant or animal on index cards. Teacher models classification with a few cards and then moves pocket chart to the classroom library to be used in the reading center.

   d. Centers: same as above for the duration of the week.

4. **LESSON #4** Desert plant and animal adaptations II: Inventing a desert animal

   a. Read-aloud
      i. *Esta Casa Está Hecha de Lodo / This House Is Made of Mud* by Ken Buchanan.

   b. Shared Reading
      i. Poem: *El Desierto es Mi Madre*

   c. Shared writing
      i. Carefully name and describe the teacher’s model invented desert animal. Focus on detail and full sentence formation.

   d. Centers: same as above for the duration of the week.
Habitat Unit Assessment

Name: ___________________________ Date: ___________________________

Habitat: _________________________

<table>
<thead>
<tr>
<th>Needs work</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Animal includes several habitat-appropriate adaptations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student explains how each adaptation helps the animal survive its habitat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal is named</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work is neat and careful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score __________ / 20
Evaluación para la unidad de los habitats

Nombre: ___________________________ Fecha: _______________

Habitat: __________________________

<table>
<thead>
<tr>
<th>Animal inventado incluye varias adaptaciones apropiados para el habitat donde vive</th>
<th>Necesita mejorar</th>
<th>Más o menos</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>El estudiante explica como le ayuda cada adaptación al animal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Animal tiene nombre.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trabajo hecho con cuidado.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total ________ / 20
DÍAS Y DÍAS DE POESÍA
Developing Literacy Through Poetry and Folklore
Alma Flor Ada
CANTAR DE JIPIJAPA
A los niños ecuatorianos
Iba Jipijapa,
jihipajapeando,
en una barcaza
de remos muy largos.
Iba por el río,
Aguarico ancho,
con velitas blancas,
jihipajapeando.
Sombrero de Paja
sentado al timón,*
nave navegando,
por el Ecuador.
Por el ancho río
va el barco velero,
por el Aguarico,
jihipajacentro.
—Julia Calzadilla Núñez
*mecanismo para la dirección de un barco

EN EL DESIERTO
No hay árboles ni sombra
en el desierto,
sólo dunas de arena
en el desierto,
las noches son muy frías
en el desierto,
y los días son de fuego
en el desierto.
Los albornoces* blancos
en el desierto,
se mueven como velas
en el desierto,
y es océano de arena
todo el desierto,
en que navegan barcos
en el desierto,
que son altos camellos
en el desierto,
que nos llevan al puerto
en el desierto,
con las altas palmeras
—cargaditas de dátiles—
en el desierto.
—Alma Flor Ada
*capas grandes de tela con capucha
que usan los árabes

PAÍSES DE SUEÑOS
Si tu casa se encontrara
a orillas del Iguazú,*
dormirías en una hamaca
y bailarías el maracatu.*
Si vivieras en un sámpán*
en la costa de la China
¿irías tú a la escuela
en una rikisha* marina?
¿Y si tu casa fuera un iglú?
Para ir a cortarte el pelo,
¿deberías montar en trineo
y cruzar un campo de hielo?
¡Qué bueno es soñar
con lugares tan distantes
y descubrir al despertarse
que todo está como antes!
—Mark Porter

*Iguazú: río del Brasil
maracatu: baile brasileño
sámpán: barco chino utilizado como casa flotante
rikisha: cochecito de Asia tirado por una o dos personas

ACROSS THE CURRICULUM
SOCIAL STUDIES
Surroundings
"En el desierto" might be the springboard for a
cooperative-learning session for older children on several
of the earth’s environments: desert, jungle, forest, ocean,
mountains, arctic (los ambientes de la Tierra: el desierto,
la selva, el bosque, el océano, las montañas, el ártico).
Invite children interested in the same environment to form
a group and work together to answer the questions they
have and report back to the class. While groups are
presenting their reports, record selected bits of
information for each environment on a separate word
web. These word webs may be used for writing group
poems about their environment.
DELOS PAJARITOS
Los pajaritos que van por el aire vuelan, vuelan, vuelan... Los más pequeños vuelan también, vuelan, vuelan, vuelan, vuelan...

Los pecesitos que van por el agua nadan, nadan, nadan, nadan... Los más pequeños nadan también, nadan, nadan, nadan...

Los conejitos que van por el campo saltan, saltan, saltan... Los más pequeños saltan también, saltan, saltan, saltan... —Tradicional

DEVELOPING LITERACY
Dramatic Interpretation—Movement

Animal Antics
Once children are familiar with "Los pajaritos," invite them to move around the room imitating the animal mentioned as you read it. They "fly" (volar), imitating the adult bird first as you read the beginning lines of the first verse. Then, they make themselves as small as possible when you read the last four lines. Children "swim" (nadar) and "hop" (saltar) in the same way as you read the last two verses.

Collecting and Relating Words

Additional Animal Antics
You might present "Los pajaritos" in a pocket chart, transferring the first verse of the poem onto sentence strips. Children can then brainstorm other animals, their habitats (aguas, aire, tierra, etc.), and verbs to describe their movements, for example: gacelas, corn: viboras, serpientes; topos, cavan; mariposas, alean.

Write these on oaktag cards and invite children to place them in the pocket chart to create new versions of the poem. As an extension of this activity, children may use the cards to sort animals by habitat or to match animals to the verbs describing their movements.

ACROSS THE CURRICULUM

Science

Mr. Bear, Where Have You Been?
After reading "Al oso dormido," make available as much information as you can about the winter habits of bears. Encourage children to find answers to their questions about the bear's long winter "sleep" and the different places bears make their dens. Then, use the How-To Directions on page 193 to guide children in making cave-shaped books in which children can write the results of their research. Younger children might copy the poem and draw a picture of a sleeping (or awakening!) bear in their shape books. A possible title for their books is Despierta, Señor Oso.

LA VIBORITA
La viborita se va corriendo a Vivora para ver a su mamá. La cabeza ya llegó pero la colita no. Terminó.

—María Elena Walsh
This House Is Made of Mud

Esta casa está hecha de lodo

Written by / Escrito por
KEN BUCHANAN

Illustrated by / Ilustrado por
LIBBA TRACY
This house is made of Mud.

We made it,
my Brothers and Sisters,
and Mother and Father.

We made this house
from Earth,
and Water,
and Straw.

We mixed them all together
And together made our Home.

 Esta casa está hecha de Lodo.

La hicimos,
mis Hermanos y Hermanas,
y Mamá y Papá.

Hicimos esta casa
de Tierra,
de Agua
y de Paja.

Las mezclamos todas juntas
y juntos hicimos nuestro Hogar.
El autobús mágico
SE RESECA
Un libro sobre los desiertos
La señorita Frizzle es la profesora más extraña y sorprendente que existe. Pero esta mañana todo estaba extraordinariamente tranquilo. Estábamos trabajando en nuestro diorama del desierto. Las cosas parecían normales, lo cual era muy extraño. ¡Nada es normal por mucho tiempo en la clase de la señorita Frizzle!

¡Tratándose de desiertos, este diorama tiene de todo!
Casi todos nosotros pensábamos que el diorama se veía perfecto, pero Tim no estaba satisfecho.
—Algo le falta —dijo él.
Teníamos arena, grava y cacto. Teníamos hasta una lámpara especial para el sol del desierto y un ventilador para el viento. ¿Qué nos podría faltar?
—¡Yo sé! —gritó Phoebe—. ¡Necesitamos animales del desierto! La señorita Frizzle dejó lo que estaba haciendo y levantó la vista.
—¡Excelente deducción, Phoebe! —dijo con una sonrisa.
EL AUTOBÚS MÁGICO
SALTA HASTA LLEGAR A CASA
Un libro sobre los hábitats de los animales
La señorita Frizzle es la maestra más rara de toda la escuela.
La semana pasada estudiábamos acerca de los diferentes hogares de los animales. Todo iba bien, hasta que a Wanda se le ocurrió traer a su mejor amiga, Bella, una rana toro, a la escuela.
Repelentes de insectos
Una gran cantidad de plantas del desierto segregan sustancias repulsivas y tóxicas que sirven para ahuyentar a los insectos fitófagos. Por eso, este de la derecha no se atreve a comer de la hoja de este cacto.

Perder las hojas
Cuando llega la época más dura de la sequía, algunas plantas pierden sus hojas, e incluso pueden morir todas sus partes aéreas, empezando por las superiores. Eso es lo que la ha sucedido a este arbusto de la izquierda.

Bulbos, tubérculos y rizomas
Las plantas que no están bien dotadas para llegar a las aguas subterráneas saben conservar el líquido en sus gruesas raíces transformadas en bulbos, tubérculos, rizomas y otras formaciones a salvo de la evaporación. Este sapo verrugoso también pasa las horas de más calor enterrado; así está más fresco.
PLANTAS DEL DESIERTO

Los desiertos tienen más plantas de las que te imaginas.

La vida en el desierto es muy dura para las plantas, ya que no pueden correr a esconderse tras una sombra o enterrarse bajo tierra; el sol abrasa, y las temperaturas cambian durante un calor infierno durante el día a unas noches muy frías. Además la lluvia es muy escasa, y cuando aparece lo hace siempre de forma violenta. Para sobrevivir, las plantas del desierto han aprendido a ser resistentes, a esperar, y a ser muy rápidas para crecer y reproducirse cuando llega la lluvia.

A pesar de todo, en el desierto la vegetación es baja y escasa. En general, las plantas tienen un aspecto seco y espinoso, y los árboles son rarísimos (la mayoría pertenecen a la familia de las acañas).

Para resistir a la estación más seca, las plantas del desierto utilizan tres "astucias" diferentes: en primer lugar, algunas plantas pierden los tallos y las hojas, y sólo subsisten por sus raíces; otras plantas, en cambio, se marchitan y dejan las semillas preparadas a la espera de la próxima lluvia; por último, las verdaderas plantas desérticas (es decir, las únicas que son visibles permanentemente) se han transformado mucho para ser capaces de conservar el agua; las más conocidas son los cactus. Por otra parte, para evitar tener que compartir el agua con otras plantas, muchas especies han desarrollado unos mecanismos tóxicos para rechazar a sus vecinas.

Cristales de orina
Muchos animales del desierto conservan el agua produciendo excrementos muy secos. Los reptiles expulsan incluso cristales sólidos en vez de orina líquida.

Raíces muy profundas
Las plantas del desierto necesitan conseguir el agua en la profundidad, y captar hasta la más pequeña gota de lluvia o de rocío; por eso las raíces pueden llegar a ser muy largas, a veces de más de 30 metros de longitud.
The desert is my mother

El desierto es mi madre
I say feed me.
She serves red prickly pear on a spiked cactus.

Le digo, dame de comer.
Me sirve rojas tunas en nopal espinoso.
I say tease me.
She sprinkles raindrops in my face
on a sunny day.

Le digo, juguea conmigo.
Me salpica la cara con gotitas de lluvia
en día asoleado.
El desierto es mi madre

Le digo, dame de comer.
Me sirve rojas tunas en nopal espinoso.

Le digo, juguetea conmigo.
Me salpica la cara con gotitas de lluvia en día soleado.

Le digo, asústame.
Me grita con truenos y me tira relámpagos.

Le digo, abrázmame.
Me susurra, “Acuéstate aquí”.

Le digo, cúrame.
Me da manzanilla, orégano y yerabuena.

Le digo, acariciame.
Me roza la cara con su cálido aliento.

Le digo, hazme bella.
Me ofrece turquesa para mis dedos,
una flor rosada para mi cabello.

Le digo, cántame.
Me arrulla con sus canciones de viento.

Le digo, enséñame.
Y florece en el brillo del sol,
en el silencio de la nieve,
en las arenas más secas.

El desierto es mi madre.
El desierto es mi madre.

El desierto es mi madre poderosa.
The Desert Is My Mother

I say feed me.
She serves red prickly pear on a spiked cactus.

I say tease me.
She sprinkles raindrops in my face on a sunny day.

I say frighten me.
She shouts thunder, flashes lightning.

I say hold me.
She whispers, “Lie in my arms.”

I say heal me.
She gives me chamomile, oregano, peppermint.

I say caress me.
She strokes my skin with her warm breath.

I say make me beautiful.
She offers turquoise for my fingers,
a pink blossom for my hair.

I say sing to me.
She chants her windy songs.

I say teach me.
She blooms in the sun’s glare,
the snow’s silence,
the driest sand.

The desert is my mother.
*El desierto es mi madre.*

The desert is my strong mother.
Listen to the Desert
Oye al desierto

by Pat Mora
Illustrated by Francisco X. Mora
Listen to the desert, pon, pon, pon.
Listen to the desert, pon, pon, pon.
Oye al desierto, pon, pon, pon.
Oye al desierto, pon, pon, pon.
Listen to the owl hoot, whoo, whoo, whoo.
Listen to the owl hoot, whoo, whoo, whoo.
Oye la lechuza, uuu, uuu, uuu.
Oye la lechuza, uuu, uuu, uuu.
Delicious Hullahbaloo

Pachanga deliciosa

By / Por
Pat Mora

Illustrations by Francisco X. Mora
Hear the musicrom moon and starlight?
Quick! Call our *amigos*
to bring their appetite.

---

¿Oyen la música
de la luna y las estrellas brillar?
¡Pronto! Llenen a nuestros amigos
que vengan a disfrutar.
Umm, smell the mangoes calling this hot evening?
Hungry lagartijas,
we’ll gobble anything.

¡Qué rico! ¿Huelen los mangos esta tibia noche llamando?
Somos las lagartijas comelonas,
cualquier cosa devorando.
DESERTS
# Table of Contents

- Welcome to the Desert! .................................................. 7
- What is a Desert? .......................................................... 11
- Where Can You Find Deserts? ......................................... 12
- What Do Deserts Look Like? ............................................ 14
- What is Desert Pavement? .............................................. 17
- What Happens When it Rains? ........................................ 18
- What Lives in the Desert? ................................................ 21
- What Animals Live in the Desert? ................................... 25
- Can People Create Deserts? .......................................... 28
- What Can We Do? .......................................................... 31
- Index & Glossary .......................................................... 32
In northern Africa there is a place where the sun shines every day of the year. The temperature can reach 130 degrees Fahrenheit. Sand dunes rise 1,000 feet into the air. You could walk for days and see nothing but blowing sand and buzzing flies and a few lonely patches of dry brown grass.

This is the Sahara. It is the largest desert in the world.