



El capibara con botas

ESSENTIAL QUESTION

What makes each animal and person special?

OBJECTIVES

I can locate Ecuador and the Amazon Rainforest on a map.

I can identify some features of Ecuador's geography.

I can describe a capybara.

I can describe my parents.

I can read and answer questions about a story.

Chapter 1 Lesson Plans

Allow several class periods to view and read information about the setting and capybaras using the chapter vocabulary. Use lesson plans from introduction. Use the chapter questions during the reading of the chapter and after the reading to build vocabulary. Incorrect responses may indicate that more work should be done to build vocabulary before moving on to the next chapter.

Vocabulary: un capibara, su papá, su mamá, es grande, diferente, normal, amable, cruel, es de Ecuador, la Amazonia, la selva tropical, tiene un problema, no nada bien, porque, las patas palmeadas, y

1. Introducing the Book: View the front cover. Read the back cover and make a prediction about the story.
2. Read the author's note or listen to the note from the audiobook. Make predictions found in the author's note. Ask students what evidence or clues support their predictions. Record predictions and save for the end of the unit.
3. View and discuss the introduction to capybaras slideshow to learn about capybaras and their habitat, using the main verbs from the book.
4. Learn about capybaras. View Pets 101 video about capybaras. Have students take notes or draw pictures of what they learn about capybaras. Then watch *Sweetie the Capy* videos. Use other videos as appropriate. *JoeJoe Capybara* videos are available in the introduction chapter.
Use three-column notes to record new information: Facts, Questions, Response
Pets 101- capybara
<http://youtu.be/DYGz3xqiR2U>
Sweetie the Capy
<https://www.youtube.com/channel/UCqmp-GfW1Oa0aghaLGsdyaw/feed>
5. Read chapter 1 aloud while students follow along with their books.
6. Information about the characters: Fill out summary information about Carlos, the main character, his parents, and then describe your own parents.
Use this information to make connections with students and the text: who has a pet? Who has a pet with a problem? Who knows of an animal in literature or in movies/videos with a problem? Who is Carlos most like in the movie world?
7. Chapter questions.
8. Higher-order thinking questions.
9. Chapter exam.