

## **Outcome:**

Students will write a descriptive story about the rainforest.

## **Materials:**

Ruler  
Map of Panama worksheet  
Map of Panama Questions worksheet  
Crayons/Markers  
Recipes from Panama  
Opposite Re-Write worksheet

## **Introductory Activity:**

Teacher will open the cover and show students the rainforest picture. Students will write a descriptive story about the rainforest using this picture as inspiration.

## **Teacher Reading of Story**

### **Comprehension:**

- In sequential order, name the animals Conejito met on his way up the mountain.
- What did Conejito tell his Aunt when it was time to leave?
- How did the barrel start down the mountain? (Aunt pushed it.)
- What did Conejito say to his Mama?

### **Interpretation:**

- Conejito is a bunny. Why did the author choose a bunny? (small helpless)
- How would the story be different if Conejito were an elephant?
- Conejito went down the mountain in a barrel. How else could he have traveled down the mountain?
- What lesson did you learn from this story?
- What would you do if someone bullied you?
- How did using Spanish words add to the story?
- If the animals discovered Conejito in the barrel, what do you think he would have said to them?

### **Follow up Activities:**

- Thank You Note

Materials: pencil and paper

Students write a thank you note to Tía Mónica from Conejito.

- Time Line

Materials: rulers, pencil, paper

Students create a time line of Conejito's journey starting and ending at home and including all of the major events.

## **Follow up Activities cont.:**

- Story

Materials: pencil, paper

Students write a story about Conejito's next vacation. How will he get to and from his Aunt's home safely?

- Simon Says

Teacher writes the Spanish words used in the story on the board. Next to each word, teacher writes the meaning (bailando—dancing, saltando—jumping, huyendo—fleeing, rodando—rolling, zorro—fox, tigre—tiger, leon—lion, flaquito—skinny, gordito—fat). After reviewing, the teacher leads Simon Says using these Spanish words (i.e.: act like a zorro, act gordito, bailando...)

- Dialogue

- Teacher asks students how you know when the character is speaking and when the narrator is speaking (quotation marks).
- Teacher asks students to describe what each character's voice might sound like.
- Students role-play the characters and act out the play by using dialogue from the story.
- Students continue to role-play as they add new characters to the story and create a new ending for the story.

## **Expansion Activities:**

- Panama Canal

Materials: computer with Internet

Teacher shares these facts with students:

1. The Panama Canal is 51 miles (82 kilometers) in length.
2. Ships pass through the canal by a system of locks, which are chambers with concrete walls and a gate at each end.
3. Each lock is 1,000 feet (305 meters) long and 110 feet wide (33 meters).
4. The locks raise and lower ships from one level of the canal to another.
5. The ships are raised by flooding the locks and lowered by emptying them.
6. More than 12,000 ships pass through the canal each year. The United States uses the canal more than any other country.
7. It took 10 years and \$380,000,000 to build the canal, which opened August 14, 1914.

Class goes to Web site: [www.ared.com/kora/java/pcc/javaani.html](http://www.ared.com/kora/java/pcc/javaani.html) to see how the Panama Canal works.

## Expansion Activities cont.:

- Map Activity

Materials: Map worksheet, Map Questions worksheet, crayons or markers

Students color & and label Panama and surrounding countries as directed by their teacher.

- Why are map keys important? (Map keys provide information.)
- Using the map key, label the rainforest and plains sections on the close-up map of Panama. (The rainforest is dark, and the plains are light.)
- Why is a compass rose important? (Labels directions north, south, east, and west, and provides a reference.)
- To travel from New York to the Panama Canal, what direction would you need to travel? (south)
- Looking at the close-up map of Panama, what direction are you traveling when you travel through the Panama Canal from the Atlantic Ocean to the Pacific Ocean? (southeast)
- T/F: The plains are mainly on the coasts of Panama. (False)
- T/F: Panama has more rainforests than plains. (True)
- T/F: The Panama Canal goes through the widest area of the country. (False)
- Looking at the map of North America, Central America, and South America, why do you think the canal was made in Panama instead of another country? (Thinnest area)
- Compare the distance from New York to San Francisco before the canal was built when people traveled around the tip of South America, and after the canal was built. Why was it so important to build the canal? (Takes less time and money to transport people and goods; also safer.)
- How did the canal affect shipping and traveling? (Increased shipping and travel – much less time, was safer, fewer provisions required for journey, etc.)

- Cooking

Students are given recipes from Panama to take home. Students may enjoy recipes at home or bring to school to share with class.

### Mango Pudding

4 cups sliced mangoes

1 and one-half cups sugar

½ teaspoon cinnamon

¼ teaspoon allspice

1 cup all purpose flour

½ cup milk

½ cup melted butter

Vanilla ice cream

Pinch of salt

Mix the mangos with half of the sugar, cinnamon, and allspice in a baking dish. Mix the remaining sugar with the milk, flour, baking soda, salt, and butter and pour over the mangos. Bake in a preheated oven (350°) for 35 minutes. Serve with ice cream.

# CONEJITO

Third Grade

## Expansion Activities cont.:

- Cooking (cont.)

### Tropical Punch

- 1 10-oz package of frozen strawberries partially thawed
- 3 Tablespoons orange juice
- 1 Tablespoon freshly squeezed lime juice
- 1 cup ice cubes

In blender, combine fruit and juices. Add ice cubes and blend until smooth. Makes 2 large servings

### Papaya Fruit Drink

- 2 cups peeled and seeded papaya
- 1 cup pineapple juice
- ½ cup lemon juice
- 1½ cups peach nectar
- 2 cups ginger ale

Put all ingredients in blender and blend thoroughly. Pour into a large container and add ginger ale. Serve with ice.

- Opposite Re-Write

Materials: Opposite Re-write sheet and pencil

Worksheet directions: Re-Write the story changing the words that are in bold type to have the opposite meaning.

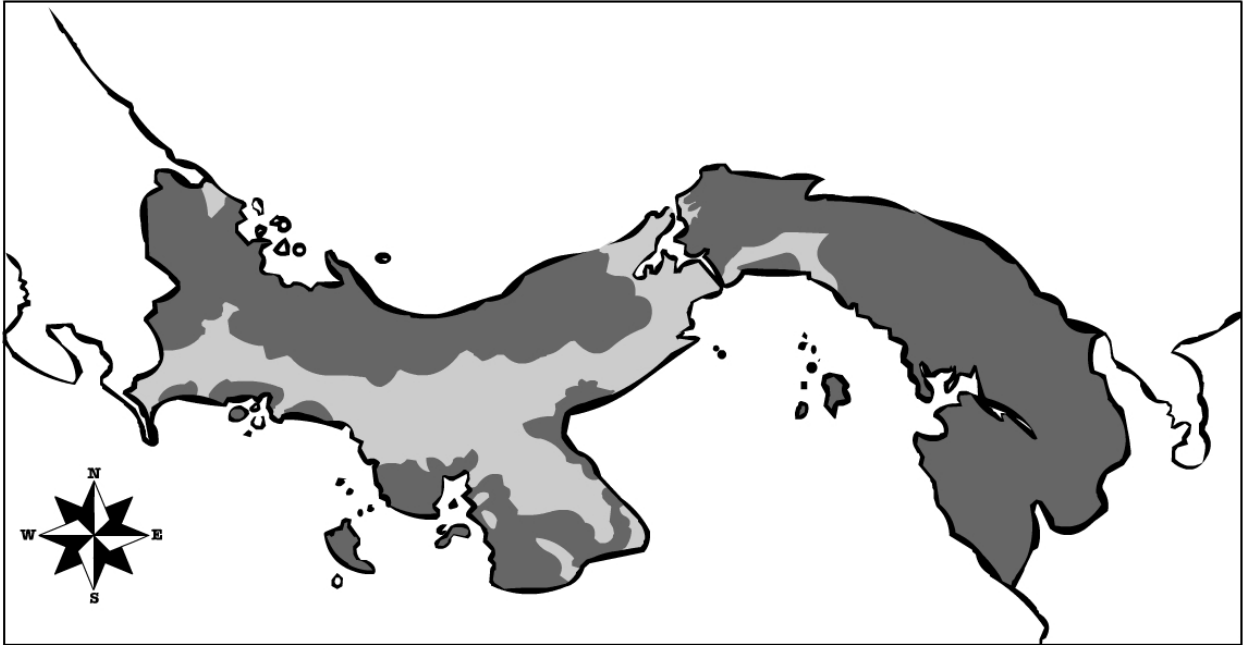
**Papa** said to Conejito, “You can go **up** the mountain to see your **Aunt**.” Conejito said that he **didn’t** want to see his **Aunt** because **she** was **mean**. He **walked slowly up** the mountain to see **her**. When Conejito saw Fox, Lion, and Tiger, he said, “**Do** drink me.” When he arrived at his **Aunt’s** house, he was **sad**. **She** wanted to feed him **junk** food. He returned home one month later and was **weak** and **skinny**.

\*Students each write a paragraph and underline words for their classmates to change to the opposite meaning. Students exchange papers.

\*Students write paragraphs and include Spanish words they learned from the story in place of the corresponding English words.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Map of Panama



### Map Key

	Rainforests
	Plains

Name \_\_\_\_\_ Date \_\_\_\_\_

## Map of Panama Questions

1. Why are map keys important? \_\_\_\_\_  
\_\_\_\_\_

2. Using the map key, label the rainforest and plains sections on the close-up map of Panama.

3. Why is a compass rose important? \_\_\_\_\_  
\_\_\_\_\_

4. To travel from New York to the Panama Canal, what direction would you need to travel?  
\_\_\_\_\_

5. Looking at the close-up map of Panama, what direction are you traveling when you travel through the Panama Canal from the Atlantic Ocean to the Pacific Ocean? Look closely!  
\_\_\_\_\_

Label each statement true or false.

6. \_\_\_\_\_ The plains are mainly on the coasts of Panama.

7. \_\_\_\_\_ Panama has more rainforest than plains.

8. \_\_\_\_\_ The Panama Canal goes through the widest area of the country.

9. Looking at the map of North America, Central America, and South America, why do you think the Panama Canal was made in Panama instead of another country?  
\_\_\_\_\_  
\_\_\_\_\_

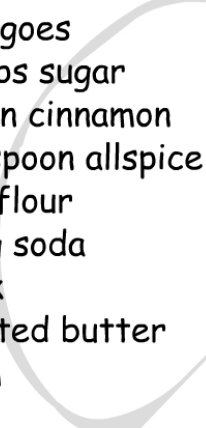
10. Compare the distance from New York to San Francisco before the Panama Canal was built when people traveled around the tip of South America, and after the Panama Canal was built. Why was it important to build the Panama Canal? \_\_\_\_\_  
\_\_\_\_\_

11. How did the Panama Canal affect shipping and travel after it was built?  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Recipes from Panama

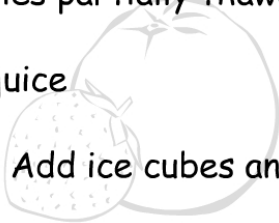
### Mango Pudding



4 cups sliced mangoes  
1 and one-half cups sugar  
One-half teaspoon cinnamon  
One-quarter teaspoon allspice  
1 cup all purpose flour  
1 teaspoon baking soda  
One-half cup milk  
One-half cup melted butter  
Vanilla Ice Cream  
Pinch of salt

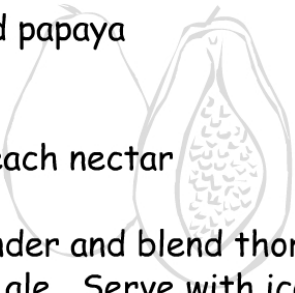
Mix the mangos with half of the sugar, cinnamon, and allspice in a baking dish. Mix the remaining sugar with the milk, flour, soda, salt, and butter and pour over the mangos. Bake in a preheated oven (350) for 35 minutes. Serve with ice cream.

### Tropical Punch



1 10-oz package of frozen strawberries partially thawed  
3 Tablespoons orange juice  
1 Tablespoon freshly squeezed lime juice  
1 cup ice cubes  
In blender combine fruit and juices. Add ice cubes and blend until smooth. Makes 2 large servings

### Papaya Fruit Drink



2 cups peeled and seeded papaya  
1 cup pineapple juice  
One-half cup lemon juice  
One and one-half cups peach nectar  
2 cups ginger ale  
Put all ingredients in blender and blend thoroughly. Pour into a large container and add ginger ale. Serve with ice.

