Conejito: A Folktale from Panama
Retold by Margaret Read MacDonald

**Outcome:**
Students will create a story about the rainforest.

**About the Book:**

Guided Reading: M

Lexile Level: 460L

Character Traits: Courage, Resourcefulness

Region: Latin America, Panama

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**Materials:**
“Phonics” worksheet
“Bunny’s Trip” worksheet
Scissors

**Instructional Plan**

**Introduction**

Directions:
- Show students inside cover and opening page of book. Teacher starts story: “I am going on a trip to the rainforest after the rainy season is over...”
- Each student adds on to this teacher-generated story using the picture to spark ideas.
- Record the story on the board.

**Teacher Reads the Story**

- Teacher shows students small animals from the introductory activity as they appear in the background during the story.
- Pause on each page to ask what the animals are doing and how they are feeling based on their expressions and body language.
Conejito: A Folktale from Panama

Questions for Assessing Students’ Comprehension:
- Why did Conejito visit his Aunt?
- Why did Conejito run right into the Fox, Lion, and Tiger?
- What did Conejito want his Aunt to feed him?
- What did his Aunt want to feed him?
- Why did his Aunt build a fire?
- What did the Lion, Tiger, and Fox as the barrel?

Questions for Interpretation:
- Why was Conejito afraid of the Fox, Tiger, and Lion?
- Why didn’t his Aunt take him down the mountain?
- What lesson did Conejito learn?
- Which animal(s) scare you the most?

Follow Up Activities:
“Phonics” Worksheet
Directions:
- Students cut out individual letters from the worksheet.
- Teacher writes bunny, fox, lion, tiger, mama, and aunt on the board.
- Using the cut out letters, students spell these words on their desks while looking at the board.
- Students scramble the letters and create these words again in a timed situation.
- Scramble the letters again and erase the words from the board. Students spell words without a model on the board.
- Teacher writes new words on the board that use these letters. Students spell these words on their desk.
- Students create words on their own using these letters; teacher records responses.
Follow Up Activities:

Rhyming Words
Directions:
- Teacher writes bunny, fox, lions, and tiger on the board. Children provide rhyming words each. Record words on the board.
- Teacher asks: Why is it easier to find rhyming words for bunny and fox?
- How does the spelling change on some rhyming words?
  - Bunny: honey, money, funny, sunny, etc.
  - Fox: locks, socks, rocks, docks, jocks, pox, etc.
- Students can use cut out letters from “Phonics” worksheet to expand this activity.

“Bunny’s Trip” Worksheet
Directions:
- Worksheet is a map from Bunny’s house to Tia Monica’s house on top of the mountain, including the homes for Fox, Tiger and Lion.
- There is a line to write “Conejito’s home,” “Fox’s home,” “Tiger’s home,” “Lion’s home,” and “Tia Monica’s home” near the correct home. A word bank is provided.
- Children fill in words on worksheet to map Conejito’s journey.

Healthy Foods
Directions:
- Tell children they will have a relative visiting soon and need to make a list of healthy foods to buy at the grocery store.
- Children name healthy foods, record on the board.
- Children copy healthy foods they would like to buy and make their own shopping list.
- Children sort foods by categories (fruits, grains, dairy).

Common Core Standards:

CCSS.ELA-LITERACY.L.1.5
Demonstrate understanding of word relationships and meanings

CCSS.ELA-LITERACY.RL.1.7
Use illustrations/details in a story to describe characters, setting, or events

CCSS.ELA-LITERACY.W.1.3
Recount two or more sequenced events and write a narrative

CCSS.ELA-LITERACY.RL.1.10
Read prose and poetry of appropriate complexity
Follow Up Activities:

Tropical Fruit Tasting
Materials:

• Tropical fruits (kiwi, papaya, pineapple, coconut, mango, passion fruit, plantain, banana, guava, oranges, strawberries, melons)
• Plates, napkins, utensils

Directions:

• Teacher provides the fruit or asks students to bring in tropical fruit of their choice.
• Teacher cuts up and serves fruit to students.
• Children rate the taste of the fruit from 1 to 10 using tally marks.
• Numbers are totaled for each fruit; class creates bar graphs to show how well the class liked each fruit.

Compare and Contrast
Materials:

• *The Pig Who Went Home on Sunday* (Donald Davis, August House 2004)

Directions:

• Read the book to the class including information about the author on inside of book jacket; lead the class in discussion about similarities and differences in the books in terms of characters, setting and plot.
• Both stories include:
  o Small animals that use intelligence to outwit opponent
  o A nurturing “Mama”
  o A young animal leaving home
  o An animal rolling down a hill or mountain in a container
  o And ending of reunion with mother and child
• Differences:
  o Setting: rainforest in Panama vs. Appalachian Mountains
  o One bunny vs. three pigs
  o Conejito was going on vacation vs. the pigs were going out to live on their own.

Common Core Standards:

CCSS.ELA-LITERACY.RL.1.9
Compare and contrast

CCSS.ELA-LITERACY.SL.1.2
Ask and answer questions about details
Phonics

t a u n t

t i m a b n

g a u n o n

em in y

r l f o x
Bunny’s Trip

Word Bank
Tia Monica’s home
Conejito’s home
Fox’s home
Tiger’s home
Lion’s home