



Animals in Hispanic Cultures
by LaShondra Graham, 2016 CTI Fellow
Barringer Academic Center

This curriculum unit is recommended for:
Second and Third grade students/ Language Arts

Keywords: Hispanic, South America, Central America, axolotl, coquí, Darwin’s fox, vicuña llama, jaguar, capybara, sloth, tocororo, animals, Amazon, Brazil

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit contains information about animals in Hispanic cultures. Students will learn about the following animals: coquí, llama, vicuña, jaguar, tocororo, capybara, Darwin’s fox, axolotl, and sloth. Activities in this unit contain opportunities for students to practice their research skills as well as practice with writing and reading comprehension. During their research, students will learn more about the habitats and countries of where each animal lives. In this unit, students will learn how to search for places using Google Maps. Using Higher Ordered Thinking questions, students will test their comprehension to understand what they are learning. K-W-L charts are used in this unit so students can see how their knowledge has increased. Inferencing is also used in this unit so students can make conclusions based on their observations. At the end of the unit, students will make a brochure about the animal of their choice. This will give students the opportunity to be creative, work in small groups, and use technology for research. Teachers can substitute different animals to reuse this curriculum unit. All of the standards used are aligned to the Common Core Standards.

I plan to teach this unit during the coming year to 20 students in 3rd grade Language Arts

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Animals and their Significance in Hispanic Cultures

LaShondra Graham

Introduction

No matter what culture one is a part of, animals play a significant role in it. Animals also play a major part in storytelling, transportation, food, and farming. Some animals are only found in certain regions and are thus unique to the people and cultures of that region.

This unit will last for approximately three weeks. For students in my class, I would like for them to explore different regions that are relative to Hispanic cultures and some of the types of animals that live there. Students will be able to conduct research, create and write stories and plays, incorporate art, and work with others to not only learn more about different animals, but to learn more about the habitats of these animals. Because of the broadness of this unit, students will be given a choice of five animals from different regions to research. For students to learn about the different animals, animals will be presented to students through short videos, lecture format, pictures, audio, and maps so that students can fully grasp the cultures and region of where the animals are from. Animals that will be researched are the coquí (Puerto Rico), Andean condor (South America), axolotl (Mexico), tocororo (Cuba), sloth (South America), jaguar (North, Central, and South America), capybara (Mexico), Darwin's fox (Chile), and vicuña (South America).

Rationale

In Hispanic Countries, animals play a significant role in cultures. Animals are not only used for consumption, but they are also used to help with farming, raised as pets, used for transportation, food, as mythical and religious symbols, and as symbols for different countries. Even though some of these animals are unique and important, they are also on the brink of extinction. Like in any other culture, animals can give people a sense of hope and restoration. For example, the tocororo is an important symbol of Cuba. Also, the llama is known for giving people a mode of transportation and a way to build on mountains. The sloth is a unique animal that is found in South America. Many stories, myths, and legends have been written about the sloth. The jaguar is a symbol of strength

and perseverance because it can survive in different types of regions. These animals were chosen because many students have not heard of these animals before. I want to give them the opportunity to explore and research an animal that they are not familiar with. This will give them the opportunity to have an open-mind, encourage them to research even more animals, and also to learn more about the animals that are present in Hispanic cultures. This unit gives students the opportunity to learn more about animals they may be unfamiliar with and learn more about their habitats.

School/Student demographics

I currently teach third grade at Barringer Academic Center which is in southwest Charlotte and houses grades kindergarten through 5th. The school is a partial magnet school that has a very diverse population. The school has programs such as the Learning Immersion/Talent Development program and Horizons program for highly intellectually gifted students. The Learning Immersion/Talent Development program is an accelerated course of study for students who qualify for it. To qualify for the program, students must test into it. The Learning Immersion program serves students in kindergarten through second grade and the Talent Development program serves students in 3rd through 5th grades. Barringer also has an Academy program. The Academy program is a regular education program for students who are zoned to go to Barringer. The Academy program serves students in all grades at Barringer.

The total population of Barringer is approximately 614 students. There is at 14:1 student to teacher ratio with approximately 41 classroom teachers. 100% of the teachers are qualified and 85% are considered highly qualified. The racial background of the school is as follows: 57% black, 17% white, 18% Asian/Pacific Islander, 5% Hispanic, 2% two or more races, and 1% Native American/American Indian. 55% of students participate in the free/reduced lunch program. Barringer is also a Title I school. Being a Title I school means that at least forty percent of the school's population qualifies as coming from a low-income household. Title I entitles the school to receive additional funding to help with programs that benefit not only students who come from low-income families, but all students who attend Barringer.

This is my 10th year as a classroom teacher and my second year as a third-grade teacher in the Charlotte-Mecklenburg school system. At Barringer, I teach students that are in the Academy program. Many of them come from the surrounding community or they were in the Learning Immersion program in second grade and did not test into the Talent Development program. In the Academy program, students' learning levels are

very varied. Students are either below grade level, on grade level, or above grade level. Because of this, I make sure that my classroom is conducive for learning. I include a lot of visual, spoken, and hands-on instruction into my daily schedule. Regardless of their ability, students on all levels can learn in my classroom.

Unit Goals

- Students will learn about animals such as the coquí, llama, axolotl, tocororo, sloth, jaguar, capybara, Darwin's fox, and vicuña.
- Students will understand the different regions that the animals live in and how they are significant to that region.
- Students will work in small groups and use technology to complete their project.
- Students will write an informational passage about the animal they choose to research.

Content Research

Regions

Hispanic cultures span over many regions and countries. The animals that will be researched by students in this unit are from Puerto Rico, South America, Mexico and Cuba. Not only are these countries rich in Hispanic cultures, the regions vary from mountainous to tropical. The tropics are located near the equator and is known for its year round warm temperatures, rain forests, and deserts. The tropics are also known for hosting a lot of different species of animals. Because of the variant environment of South America, it is home to many animals.ⁱ The Amazon Rainforest in Brazil hosts many different species of animals. Believe it or not, “the Amazon remains the largest forest on the planet- half of which is in Brazil.”ⁱⁱ Because of the different wildlife zones in Brazil, Brazil is “home to 60 percent of the world’s animal species.”ⁱⁱⁱ Another region that the animals are in is the mountains. The Andes mountains are known for people living there and depending on animals to build and maintain the land.

Animals

Animals play a part in history for many different reasons. Animals were and still are used for transportation, food, folk tales, pets, and are a symbol of a country's pride. These animals are unique because some are only found in countries or continents where Hispanic cultures exist.

Coquí

Coquí is a type of frog only found in Puerto Rico, the Virgin Islands and throughout some Caribbean islands. Coquí is the national symbol of Puerto Rico. Many songs, stories, and poems have been written about coquí. Coquí is different from frogs because they do not have webbed feet and they do not go through a tadpole phase. Coquí are born with small tail and legs. Unlike other animals, the male coquí is "responsible for making sure the eggs are protected from predators and that they receive enough moisture until they are born".^{iv} They are usually about one to two inches long and only weigh two to four ounces. Coquí got their name from the sound they make from dusk to dawn. They can be heard singing "*co-qui, co-qui, co-qui*".^v The male coquí are the only ones that make the "co-qui" sound. Female coquí do not sing. A coquí's lifespan is only a year. Coquí are an endangered species because of deforestation of some of the rainforests in Puerto Rico.

Llama (South America)

The llama can be found in Peru, Bolivia, Argentina, Chile, Columbia, and Ecuador. Distant relatives of camels, llamas can survive the harsh conditions of the Andes Mountains. People used llamas as packing animals. Llamas were very important for the Incan cultures. Unlike other animals that were worshipped, the people of the Andes Mountains depended on llamas for different reasons. Because of the rough and harsh terrain, they were used for carrying loads of food, water, fertilizer, and building materials. When a llama died, they would use their hide for wool, leather, and meat. During the 1500's, llamas almost became extinct because of the diseases that the Spanish people brought to South America. During the Spanish conquest of South American, people depended less on llamas because they did not see a need for them. The Spanish replaced the llama with sheep. The Spanish conquest forced poor people to move to the highest regions of the Andes Mountains. Therefore, the llamas became known as animals for

second-class citizens. Llamas are now commonly found on farms throughout North and South America. Llamas have been domesticated, which means “they are comfortable working and living with people”.^{vi} Llamas are also very strong. Llamas can “carry as much as 130 pounds.”^{vii} Llamas can “weigh from 250 to 450 pounds and stands about six feet to the top of its head.”^{viii}

Axolotl

Axolotls are a type of salamander that was found in Lake Chalco and Lake Xochimilco in Mexico City.^{ix} Despite their fish-like appearance, an axolotl is an amphibian. The word “axolotl” comes from an Aztec word which means “water dog”. They are also known as the Mexican salamander or Mexican Walking Fish.^x They come in many different colors ranging from white, albino, gray, gold, and black. Because of their inability to survive in different types of water, they are an endangered species. The growth of Mexico City has placed a strain on the ability of axolotls to grow and thrive. Lake Chalco and Lake Xochimilco do not exist today. Only remnants of Lake Xochimilco exists as a canal.^{xi} Currently, there are axolotls that exists in laboratories to ensure the species’ existence.^{xii} The axolotl’s unique ability to regenerate, or create a new body part, is puzzling to scientists. Axolotls are significant to Hispanic culture because of their appearance and uniqueness.

Tocororo (Cuba)

The tocororo is indigenous to Cuba. In English, the tocororo is translated to Cuban Trogon.^{xiii} A tocororo is a type of bird that has a length of ten to twelve inches. It is the national bird of Cuba and lives throughout Cuba’s mainland. Tocororo live in forests near freshwater to have shade from the sun. They received their name because of the sound they make. Tocororo are unique because unlike most bird, they can hover mid-flight to mate, flirt, or feed. They also have an aqua-marine color that makes them stand out from other birds. Because of their uniqueness, they are one of the most sought-after bird among birdwatchers. Despite this, they are not considered to be endangered. In ancient Cuban cultures, tocororo is considered a sign of good luck or good news. Some consider them a sign of good things to come or a better life.^{xiv}

It is believed that tocororo is the national symbol of Cuba because of its unique colors and its inability to be caged. The tocororo have three colors that are present on the Cuban flag. If the tocororo is caged, it cannot thrive and live. Cubans believe that this is a symbol of their heritage because of their longing to be free and not be held captive because they are freedom-loving people. ^{xv}

Sloth

Sloths are a type of mammal located in Central and South America.^{xvi} Sloths are known for their slow-moving motions, long hours of sleep, and mostly live in trees. They mainly hang upside down on tree branches. Their long claws make it difficult for them to walk on the ground. Sloths are typically found in rain and cloud forests.^{xvii} The only time they leave their tree home is to use the bathroom or take a swim. Sloths even mate and have young in trees. They sleep up to nine hours today are known to live alone. They mainly eat leaves, twigs, and fruit. Sloths eat leaves and have a four-part stomach to digest the hard leaves. ^{xviii}It can take up to a month for a sloth to fully digest a meal. ^{xix}

Jaguar

The jaguar is found in the southern North America and South America. They can survive in rainforests, grasslands, and mountain scrub areas.^{xx} Jaguars play a major part in Mexican culture and is found in many stories, songs, and prayers.^{xxi} They can measure up to eight feet long and weigh up to three hundred pounds. Jaguars can swim, hunt, climb, and fish for food. They mainly feed on monkeys, sloths, birds, and fish.^{xxii} Even though jaguars can survive in many different types of areas, they are an endangered species. Jaguars prefer living in dense rainforests so they can hide and pounce on their prey. They prefer to live alone and mark their territory with their own bodily waste or by chewing on trees.^{xxiii} Because the Amazon rainforest is slowly decreasing in size due to deforestation, the jaguars are decreasing in population.^{xxiv} Jaguars are often hunted for their fur and are killed by some ranchers to save their cattle.

Capybara

The capybara is the world's largest rodent that mostly live in the Amazon River basin.^{xxv} A capybara can weigh up to 80 pounds and are usually known as water hogs. They live on both water and land. They have webbing between their fingers and toes and can stay underwater for several minutes.^{xxvi} Capybaras typically live in small to large groups.^{xxvii} During the dry season, 30 to 50 capybaras may live together in the same mud hole. After the rainy season, they tend to break off in smaller groups. Some ranchers have started to kill capybaras because they feed off the same grass as cattle do. Despite this, they are not an endangered species.

Darwin's Fox

Darwin's fox is named after Charles Darwin because he discovered on a voyage. This type of fox is very rare because it is only found on the island of Chiloé and in Chile. This type of fox is one of the smallest foxes in the world.^{xxviii} They are omnivores and feed on plants as well as other animals such as chickens and small rodents. Because of their exclusivity and only being in two places, Darwin's foxes are extremely in danger of becoming extinct. They are hunted by wild dogs and killed by farmers who want to save their chickens.^{xxix}

Vicuña

Vicuña are similar llamas and live in the Andes Mountains. They are the "cousins" of alpacas and llamas. They tend to live in the wild.^{xxx} They are the smallest in the camel family. They mainly live in Peru, Bolivia, Argentina, and Chile.^{xxxi} Just like llamas, vicuña live in mountainous areas, but must stay near water because they have a high demand to stay hydrated. They are not an endangered species, but are still poached for their fur.

Instructional Implementation

Teaching Strategies

The purpose of this curriculum unit will require students to be researchers, writers, and visual artists. Students will engage in researching an animal of their choice that is significant to Hispanic Cultures. Students will also have to independently examine texts to find important information for their research.

Read-Aloud

The teacher will read-aloud books that are related to the animals and regions related to Hispanic cultures. Read-aloud give teachers an opportunity to model how to listen to stories and pay attention to detail. In addition to modeling, teachers can give students an opportunity for students to partner up and discuss the story and make predictions about what they think will happen. During this time, students can also learn new words that are important in the Spanish language. In addition to discussing what they have learned with a partner, students can also write down what they learned on a sticky note and place it on a poster or a wall. Students then can do a “wall walk” where they look at other students’ responses. Read-alouds should be available to students to look at independently or during guided reading.

Graphic Organizers

Students will use graphic organizers to organize the information they find during their research. A graphic organizer is a visual representation how different topics are related. They can be used a guide to help students see what direction or what information they need to complete their research. For this unit, the graphic organizer will have places for students to fill in the following information: Name of animal, location, unique facts, description, how it is important to Hispanic cultures, and any additional information the student may want to add.

Finding Text Evidence

Using books and internet search engines, students will search for information on the animal that they choose. Students will record the information in their graphic organizers. Being able to find text evidence is a key skill that all third graders learn. In the Charlotte-Mecklenburg school system, all students in third grade take a standardized test that tests their ability to not only comprehend what they read, but also can find important information in a text.

Maps

Students will use maps and will locate where each animal is located on a world map and continental map. Students will need to have prior knowledge of a map and how to locate different places and areas on a map. Students will have access to physical maps and will be able to use [Google Maps](#). With Google Maps, students will be able to look at landforms, nearby attractions, and pictures of how each country or continent looks. Students will also be able to see how far away they live from where the animals are located.

Visual Art

Students will have the option to create a visual puppet show using [Sock Puppet](#) app on iPads. With the Sock Puppet app, students will be able to record their own voice and create different backgrounds to tell others about the animal they researched. If students do not want to create a Sock Puppet video, students will be allowed to create a drawing or collage drawing of their animal. The drawing will be created using materials of the students' choice. Allowing students to create a visual arts component to this unit will allow artistic students to take part in creating a piece to help them learn more about their animal. Prior to creating a drawing of their animal, students must have access to the internet so they can see what their animal looks like.

Classroom lessons/Activities

During weeks one and two, students will listen to and read books about and answer questions about the animals that are covered in the curriculum unit. These books can be

found in a library and on Learningtoz.com. During the third and fourth weeks, students will work on their partner project to make a presentation of their project.

Activity 1: Introduction

Purpose: To get students an opportunity to talk about what they know about Animals in Hispanic culture and what they already know about each animal.

Materials:

[-Pictures of animals](#)

-K-W-L Chart (Appendix 2).

1. Teacher will tell students that over the course of the next four weeks, they will learn about some animals that are significant to Hispanic cultures. Teacher will model and students will fill in a K-W-L (what I Know, what I Wonder, what I Learned) chart (see Appendix 2). Students will only fill out the “K” and “W” section for each animal after viewing the picture.

After filling in the “K” and “W” sections of the K-W-L chart, the teacher will give students an overview of the next four weeks. Teacher will explain that students will learn about jaguars, coquís, llamas, axolotl, tocororo, sloth, jaguar, capybara, Darwin’s fox, and vicuña. Teacher will show students a picture of all animals. Teacher will ask students the following questions about each animal:

1. What does this animal look like?
2. Does it remind you of another animal?
3. Where do you think this animal lives?
4. What do you think this animal eats and why?

Teacher can give students an opportunity to answer questions in whole group, in small groups, or with a partner. Teacher should give students approximately 10-15 minutes to answer each question if it is done in small groups.

Activity 2: Vicuñas and Llamas

Purpose: To introduce students to vicuñas and llamas. Teacher and students will talk about how vicuñas and llamas live and are used for transportation in the Andes Mountains. Students will learn more about each animal and their importance to a region. Students will also learn more about South American countries and regions. After viewing and learning about vicuñas and llamas, students will make a Venn diagram to compare and contrast vicuñas and llamas.

Materials:

-Access to the internet and a projector OR student access to technology (iPad, tablets, computers, etc.)

-KWL Chart (Appendix 2).

-[Google Maps](#)

-Book: Love a Llama by Colleen Stanley Bare

-Paper, pencils, and markers/crayons for each student

-Sticky note for each student

1. Using Google Maps, teacher should find the location of the Andes Mountains. Teacher should ask students the following questions:

- a. Have you ever been to South America? Would you like to go? If so, what would you wish to see?
- b. If you had to travel to South America, how long do you think it would take you to travel there? How would you get there?
- c. Find the Andes Mountains. From looking at the map, what can you conclude about the Andes?

2. Teacher will read the book Love a Llama. After reading the book, the teacher should ask the following questions:

- a. Llamas are used for many purposes. What is a purpose of a llama and how are they used?
- b. If you were to own a llama, how would you use them? Would they make your life better or would they be useless?
- c. Based upon this book, what can you conclude about llamas?

Teacher should allow students ample time to answer questions. These questions can be used as “turn and talk” opportunities for students. Before during “turn and talk”, teacher should model expectations to students (staying on topic, giving each other ample time to talk, etc.).

3. In pairs, students should view and the webpage about [vicuñas](#).

4. Using paper, pencils, and markers/crayons, students should create their own Venn diagram to compare and contrast llamas and vicuñas.

5. Using their K-W-L chart, students should fill in the “L” section for llamas and vicuñas.

6. To end the activity, have each student answer the following question on a sticky note: Which animal is the best, llamas or vicuñas? Why do you think so?

Activity 3: Coquí

Purpose: To introduce students to coquí. Students will learn more about each animal and their importance to a region in Hispanic culture. Students will learn about the coquí. Based on the information that they learn; students will draw a picture and write an informational paragraph (3-5 sentences) and why people should stop deforestation of the rainforests where coquí live.

Materials:

-[Google Maps](#)

-Access to internet

-[Coquí Video](#)

-[Coquí Information](#)

-paper and pencils for students

1. Using [Google Maps](#), teacher will locate Puerto Rico. Teacher will ask the following questions:
 - a. Looking at the map, what can you conclude about Puerto Rico?
 - b. How long do you think it would take to get to Puerto Rico from your house?
 - c. Is Puerto Rico an island? How do you know?
2. Teacher will show the Coquí video to students and play for approximately one minute. Teacher should give students the opportunity to discuss how coquí sound.
3. In pairs, students will read the coquí information. After reading the information on coquí, students should write a paragraph (3-5 sentences) about why they think the rainforests in Puerto Rico should be saved and not destroyed.
4. Students should fill in the “L” section of their graphic organizer for coquí.
5. Closing activity: Students should turn in their paragraphs and share what they wrote with 2-3 other students.
6. Activity extension: teachers can have students edit and publish their paragraph.

Activity 4: Sloths and Capybaras

Purpose: To introduce students to sloths and capybaras. Students will learn more about each animal and their importance to a region in Hispanic culture. Students will also analyze maps to answer questions about the country where capybaras live and its relation to where they live. Students will also answer statements about which characteristics are of a sloth or a capybara.

Materials:

-Access to the internet and a projector or student access to technology

-KWL Chart (Appendix 2).

-[Google Maps](#)

-Book: [Animal Safari: Sloths](#)

-[Capybara Article](#)

- “Who am I? A Sloth or a Capybara?” Worksheet (Appendix 3)

1. Using google maps, the teacher will search and locate Mexico. Teacher will ask the following questions:

- a. Looking at the map, what can you conclude about Mexico?
- b. How long do you think it would take to get to Mexico from your house?
- c. Is it possible to drive to Mexico? How do you know?

2. Teacher will read book [Animal Safari: Sloths](#) to students in a large group setting. After reading the book, the teacher will stop and ask the following questions:

- a. Looking at the cover of the book, what do you think the habits of a sloth are?
- b. Do you think sloths are a creature that you would see every day?

3. Students will view [Caplin the Capybara](#) as a class. Independently or in small groups, students will read the article [Capybara Article](#).

4. Using what they discovered about sloths and capybaras, students will complete the worksheet

“Who am I? A Sloth or a Capybara?” (Appendix 3).

5. On their K-W-L chart, students should fill in the “L” section for capybaras and sloths.

6. Closing activity: As a class, have students share their thoughts about sloths and capybaras.

Activity 5: Axolotl

Purpose: To introduce students to axolotl. Students will learn more about each animal and their important to a region in Hispanic culture. Students will work with partners to write a script and use the Sock Puppet app to convey important facts about axolotl.

Materials:

-Access to the internet and a projector or student access to technology

-iPad [Sock Puppet App](#)

-KWL Chart (Appendix 2).

1. Students will pair up with another student. Teacher will give directions on how to use the Sock Puppet App on iPad.
2. Working in pairs students will independently use google to research facts about axolotls. Students should write a script about important facts they have learned from their research. Students should answer the following questions:
 1. Where do axolotls live?
 2. What do they eat?
 3. Describe how they look.
 4. What makes axolotls unique?
 5. Could you have axolotls as a pet? Why or why not?
3. Students will record their script using the Sock Puppet app.
4. On their K-W-L chart, students should fill in the “L” section for axolotls.
5. Closing activity: Students will share their sock puppet show with the class.

Activity 6: Jaguar and Toco-ro-ro

Purpose: To introduce students to jaguar and Toco-ro-ro. Students will learn more about each animal and their important to a region in Hispanic culture.

Materials:

-iPad or tablets

-KWL Chart (Appendix 2).

-[Google Maps](#)

-Construction paper

1. Have students work in pairs and look at the following websites:

a: [Jaguars](#)

b: [Tocororo](#)

2. Have students copy the following chart on construction paper. Students will fill out the chart based on the information they found on the websites.

Animal #1	Animal #2
How are they alike?	
How are they different?	

3. Closing activity: Have students share what they put on their chart in large group.

Activity 8: Darwin's Fox

Purpose: To introduce students to Darwin's fox. Students will learn more about each animal and their important to a region in Hispanic culture.

Materials:

-Access to the internet and a projector or student access to technology

-KWL Chart (Appendix 2).

-[Google Maps](#)

-Construction paper

-Writing utensils

1. Using google maps, teacher will locate Chile and Chiloe. The teacher will ask the following questions:
 - a. What makes the location of Darwin’s fox different from any other place that we have looked at on google maps?
 - b. Why do you think Darwin’s fox is located only in this region?
2. Have students draw the following chart on a sheet of construction paper.

What I saw	What I Infer

3. View [Darwin’s Fox video](#) as a group.
4. Have students write in what they saw and only what they saw.
5. View the video a second time. Have students fill in the “What I infer” side of the chart.
6. As a group, discuss what students saw and what they infer about Darwin’s fox.
7. Have students write a short paragraph (3-5 sentences) about their inference of the video.
8. On their K-W-L chart, students should fill in the “L” section for Darwin’s fox.

Assessment: Animal Brochure

Purpose: The purpose of this brochure is to assess student learning. By doing this brochure, students will have the opportunity to convey that they understand animals introduced to them. Students will also research more about their favorite animals independently.

Each student should pick an animal that was studied to create a [brochure](#)

Materials:

- Technology for each student to research their animal.

[-Brochure template](#)

-Brochure scoring rubric (Appendix 5)

-Pencils, markers, or crayons

1. Give students an opportunity to pick one animal that was introduced during this unit to do write a brochure about. Students may need more time and opportunities to research their animal.
2. Use the rubric located in Appendix 5 to grade student work.

Appendix 1: Implementing Teaching Standards

This unit will focus on five reading and writing standards. These standards are part of the Common Core Standards for third grade students.

RI 3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Student Statement: I can identify the main idea in a text. I can tell the difference between the main idea and details of a text. I can connect details to the main ideas that they support.
- Students will be allowed to research their animal using books and the internet to identify the most important details about their animal such as their size, habitat, what they are most commonly known for, and interesting facts.

RI 3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- Student Statement: I can use language that shows time, sequence, the cause and effect of historical events.
- Because students will be relating the animal that they are researching back to its importance in Hispanic cultures, students will be able to tell why the animal is important as well as give a brief history of the animal.

RI 3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Student Statement: I can identify and give examples of text features and search tools. I can use headings, bold words, captions, highlighted words, etc. to find information. I can use search tools such as sidebars, key words, and hyperlinks.

- Students will use the internet to look up information about their animal. Students will have access to Chrome books, iPads, and will have computer lab time once a week.

RI 3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Student Statement: I can explain how illustrations in a text add meaning to the words. I can use pictures and words in a text to help me understand what I read.
- Students will explore maps to gain more information about the region that their animal is located. Using maps will also help students learn more about why that animal is important not only to Hispanic cultures, but to that regions as well. Students will also look at pictures of the animal they choose to research to determine how they are unique. Students will also examine pictures of each country and continent the animal comes from.

W.3.2

Write informative texts to examine a topic and convey ideas and information clearly.

- Student Statement: I can write a paper to inform someone about or explain. I can use details and facts to support the topic. I can use illustrations, pictures, or other media to help my reader understand the writing. I can connect my information using linking words and phrases. I can write a conclusion for my paper.
- Students will use the information from their research and their graphic organizer to write an informative paragraph, write a script, and create a brochure.

Appendix 2

Animals in Hispanic Cultures K-W-L Chart

Animal	K What I Know	W What I Wonder	L What I Learned
Coquí			
Llama			
Axolotl			
Tocororo			
Sloth			
Jaguar			
Capybara			
Darwin's Fox			
Vicuña			

Appendix 3

Name: _____

Date: _____

Who am I? A Sloth or a Capybara?

Beside each sentence, write whether the statement refers to a Sloth, Capybara, or both

_____ 1. I am a mammal.

_____ 2. I live in the water and on land.

_____ 3. I mostly live in trees and rarely come down for anything.

_____ 4. I eat plants

_____ 5. I can be raised as a pet.

_____ 6. I live in the rainforest.

_____ 7. I am the slowest mammal on earth.

_____ 8. I am the largest rodent on earth.

_____ 9. In Hispanic cultures, I am a symbol of laziness and being slow.

_____ 10. I am not extinct.

Appendix 4

Hispanic Cultures Animals Brochure Rubric

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Knowledge Gained	Student can accurately answer all questions related to facts in the brochure	Student can accurately answer most questions related to facts in the brochure	Student can accurately answer some questions in the brochure.	Student has little knowledge about facts in the brochure.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.

Student Resources

Allgor, Marie. *Endangered Animals of South America*. New York: PowerKids Press, 2011.

Bare, Colleen Stanley. *Love a Llama*. New York: Cobblehill Books, 1994.

Borgert-Spaniol, Megan. *Sloths*. Minneapolis, MN: Bellwether Media, 2016.

Brett, Jesse. *Mexico*. Learning A to Z.

Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014.

Johnson, Jinny. *Atlas of Animals*.

Meissner, David. *The Amazing Amazon*. Learning A to Z.

Tropical Regions and Rain Forests. Chicago, IL: World Book, 2012.

Williams, Gavin. *Brazil*. Learning A to Z.

Teacher Resources

"Capybaras - the Largest Rodents." Capybara. Accessed October 27, 2016.

<http://capybarafacts.com/>.

Clare, John P. "Axolotls." Axolotls: The Fascinating Mexican Axolotl and the Tiger

Salamander. Accessed October 12, 2016. <http://www.axolotl.org/>. "Cuba's National Bird,

El Toco-ro-ro." Cuba Explorer. Accessed October 12, 2016.

<http://cubaexplorer.com/cuban-trogon/>.

"Cuba's National Bird." Cuba's National Bird. Accessed October 12, 2016.

<http://www.circuloguine-ro.org/contentEN/simbolosNacionales/ave.html>.

"Darwin's Fox Videos, Photos and Facts." ARKive. Accessed October 20, 2016.

<http://www.arkive.org/darwins-fox/pseudalopex-fulvipes/>.

"Jaguar. Basic Facts About Jaguars. Defenders of Wildlife." Accessed October 22, 2016.

<http://www.defenders.org/jaguar/basic-facts>.

"Llama History." Llamapack. Accessed October 12, 2016.

<http://www.llamapack.com/text/history.html>.

"Little Llamas." National Geographic Photo Gallery: Inca Cultures --Llamas. Accessed

October 12, 2016. http://www.nationalgeographic.com/inca/inca_cultures_4.html.

"Jaguar | National Geographic." Accessed October 22, 2016.

<http://www.nationalgeographic.com/animals/mammals/j/jaguar/>."Puerto Rican Coquí."

National Wildlife Federation. Accessed October 12, 2016.

<https://www.nwf.org/Wildlife/Wildlife-Library/Amphibians-Reptiles-and-Fish/Puerto-Rican-Coquí.aspx>.

"Sloth Facts: Habits, Habitat, & Diet." Live Science. Accessed October 12, 2016.

<http://www.livescience.com/27612-sloths.html>.

"Vicuña Videos, Photos and Facts." ARKive. Accessed October 27, 2016.

<http://www.arkive.org/vicuña/vicugna-vicugna/>.

Bibliography

Bare, Colleen Stanley. *Love a Llama*. New York: Cobblehill Books, 1994.

This is a book for children about llamas. It gives basic llama facts and how children should care for a llama. This is an easy read for students who want to get information and use it in their research.

Borgert-Spaniol, Megan. *Sloths*. Minneapolis, MN: Bellwether Media, 2016.

Sloths is a basic reader book for students on a first grade reading level. It gives basic facts of sloths and provides vivid pictures of sloths. The pictures in this book are very colorful and easy for students to read and get information from.

Brett, Jesse. *Mexico. Learning A to Z*.

This is a Learning A to Z book that is printable for students. In order to access the book, you must have a membership to Learning A to Z. The Learning A to Z books are leveled for students based on their reading levels. By being able to assess books on their reading level, students have a better chance of being able to comprehend what they are reading.

Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014.

This book has basic facts about South America. It includes information about regions, animals, customs, and traditions. Students can gather information using the pictures, graphs, and charts located in the book.

**"Capybaras - the Largest Rodents." Capybara. Accessed October 27, 2016.
<http://capybarafacts.com/>.**

This is a website that has facts, pictures, and videos of capybaras. This is a great resource for quick information for students and teachers. Students can use the charts and graphs that are located on the website.

Clare, John P. "Axolotls." *Axolotls: The Fascinating Mexican Axolotl and the Tiger Salamander*. Accessed October 12, 2016. <http://www.axolotl.org/>.

This website is solely dedicated to axolotls. It includes facts, maps, pictures and videos. Because of the uniqueness of this website, students can learn more about axolotls for their independent research.

"Cuba's National Bird, El Toco-ro-ro." Cuba Explorer. Accessed October 12, 2016.

<http://cubaexplorer.com/cuban-trogon/>.

This website is about Cuba. It includes facts, maps, pictures and videos. The website, cubaexplorer.com, also includes information about touring Cuba and things that students can see if they were ever to visit.

"Cuba's National Bird." Cuba's National Bird. Accessed October 12, 2016.

<http://www.circuloguine-ro.org/contentEN/simbolosNacionales/ave.html>.

On this website, information about Cuba's national bird is shared. There is a plethora of pictures and information. There are multiple pictures of the toco-ro-ro, its origin and history.

"Darwin's Fox Videos, Photos and Facts." ARKive. Accessed October 20, 2016.

<http://www.arkive.org/darwins-fox/pseudalopex-fulvipes/>.

This website includes lots of pictures, videos, and information about Darwin's fox. With this source, students can dig deeper with their research about Darwin's fox.

Deckker, Zilah, David J. Robinson, and João Cezar De Castro Rocha. *Brazil*. Washington, DC: National Geographic Society, 2008.

This is a book that has interesting facts about Brazil. It includes customs, holidays, animals, and facts about the region.

"Jaguar. Basic Facts About Jaguars. Defenders of Wildlife." Accessed October 22, 2016.

<http://www.defenders.org/jaguar/basic-facts>.

Defenders.org is a website that is dedicated to increasing awareness of endangered species.

"Llama History." Llamapack. Accessed October 12, 2016.

<http://www.llamapack.com/text/history.html>.

This is a website solely dedicated to llamas. It has many interesting facts and pictures.

"Little Llamas." National Geographic Photo Gallery: Inca Cultures --Llamas. Accessed

October 12, 2016. http://www.nationalgeographic.com/inca/inca_cultures_4.html.

National Geographic provides information, pictures, and facts about different animals.

**"Jaguar | National Geographic." Accessed October 22, 2016.
<http://www.nationalgeographic.com/animals/mammals/j/jaguar/>.**

National Geographic provides information, pictures, and facts about different animals.

Meissner, David. *The Amazing Amazon. Learning A to Z.*

This is a Learning A to Z book. It is printable for students so that they can practice with close reading. It is only available on the Learning A to Z website with a membership. The Learning A to Z books are leveled for students based on their reading levels. By being able to assess books on their reading level, students have a better chance of being able to comprehend what they are reading.

**"Puerto Rican Coquí." National Wildlife Federation. Accessed October 12, 2016.
<https://www.nwf.org/Wildlife/Wildlife-Library/Amphibians-Reptiles-and-Fish/Puerto-Rican-Coqui.aspx>.**

NWF. Org is a website that has information about different types of animals. If students choose, they can research other animals on the nwf.org website.

**"Sloth Facts: Habits, Habitat, & Diet." Live Science. Accessed October 12, 2016.
<http://www.livescience.com/27612-sloths.html>.**

This website is solely dedicated to sloths. It includes videos, pictures, and interesting facts about sloths. Livescience.com is a great resource for students to use to research other science facts outside of this curriculum unit.

Williams, Gavin. *Brazil. Learning A to Z.*

This is a Learning A to Z book. It is printable for students so that they can practice with close reading. It is only available on the Learning A to Z website with a membership. The Learning A to Z books are leveled for students based on their reading levels. By being able to assess books on their reading level, students have a better chance of being able to comprehend what they are reading.

"Vicuña Videos, Photos and Facts." ARKive. Accessed October 27, 2016.

[http://www.arkive.org/vicuña/vicugna-vicugna /](http://www.arkive.org/vicuña/vicugna-vicugna/)

On this website, one could look up videos, pictures, and facts about vicuñas. This website is very useful and helpful for anyone looking for information about vicuñas.

ⁱ Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014.

ⁱⁱ Deckker, Zilah, David J. Robinson, and João Cezar De Castro Rocha. *Brazil*. Washington, DC: National Geographic Society, 2008.

ⁱⁱⁱ Deckker, Zilah, David J. Robinson, and João Cezar De Castro Rocha. *Brazil*. Washington, DC: National Geographic Society, 2008.

^{iv} Puerto Rican Coqui." National Wildlife Federation. Accessed October 12, 2016.
<https://www.nwf.org/Wildlife/Wildlife-Library/Amphibians-Reptiles-and-Fish/Puerto-Rican-Coqui.aspx>.

^v Puerto Rican Coqui." National Wildlife Federation. Accessed October 12, 2016.
<https://www.nwf.org/Wildlife/Wildlife-Library/Amphibians-Reptiles-and-Fish/Puerto-Rican-Coqui.aspx>.

^{vi} Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014.

^{vii} Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014.

^{viii} Bare, Colleen Stanley. *Love a Llama*. New York: Cobblehill Books, 1994.

^{ix} Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014

^x Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014

^{xi} Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014

^{xii} Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014

^{xiii} Cuba's National Bird." Cuba's National Bird. Accessed October 12, 2016.

<http://www.circuloguineiro.org/contentEN/simbolosNacionales/ave.html>

^{xiv} Cuba's National Bird." Cuba's National Bird. Accessed October 12, 2016.

<http://www.circuloguineiro.org/contentEN/simbolosNacionales/ave.html>

^{xv} Cuba's National Bird." Cuba's National Bird. Accessed October 12, 2016.

<http://www.circuloguineiro.org/contentEN/simbolosNacionales/ave.html>

^{xvi} "Sloth Facts: Habits, Habitat, & Diet." Live Science. Accessed October 12, 2016.

<http://www.livescience.com/27612-sloths.html>.

-
- ^{xvii} "Sloth Facts: Habits, Habitat, & Diet." Live Science. Accessed October 12, 2016. <http://www.livescience.com/27612-sloths.html>.
- ^{xviii} "Sloth Facts: Habits, Habitat, & Diet." Live Science. Accessed October 12, 2016. <http://www.livescience.com/27612-sloths.html>.
- ^{xix} "Sloth Facts: Habits, Habitat, & Diet." Live Science. Accessed October 12, 2016. <http://www.livescience.com/27612-sloths.html>.
- ^{xx} "Jaguar. Basic Facts About Jaguars. Defenders of Wildlife." Accessed October 22, 2016. <http://www.defenders.org/jaguar/basic-facts>.
- ^{xxi} Brett, Jesse. *Mexico*. Learning A to Z.
- ^{xxii} Meissner, David. *The Amazing Amazon*. Learning A to Z.
- ^{xxiii} "Jaguar | National Geographic." Accessed October 22, 2016. <http://www.nationalgeographic.com/animals/mammals/j/jaguar/>.
- ^{xxiv} "Jaguar. Basic Facts About Jaguars. Defenders of Wildlife." Accessed October 22, 2016. <http://www.defenders.org/jaguar/basic-facts>.
- ^{xxv} Brown, Risa W. *South America*. Minneapolis, MN: ABDO Publishing Company, 2014.
- ^{xxvi} "Capybaras - the Largest Rodents." Capybara. Accessed October 27, 2016. <http://capybarafacts.com/>.
- ^{xxvii} "Capybaras - the Largest Rodents." Capybara. Accessed October 27, 2016. <http://capybarafacts.com/>.
- ^{xxviii} "Darwin's Fox Videos, Photos and Facts." ARKive. Accessed October 20, 2016. <http://www.arkive.org/darwins-fox/pseudalopex-fulvipes/>.
- ^{xxix} "Darwin's Fox Videos, Photos and Facts." ARKive. Accessed October 20, 2016. <http://www.arkive.org/darwins-fox/pseudalopex-fulvipes/>.
- ^{xxx} Bare, Colleen Stanley. *Love a Llama*. New York: Cobblehill Books, 1994.
- ^{xxxi} "Vicuna Videos, Photos and Facts." ARKive. Accessed October 27, 2016. <http://www.arkive.org/vicuna/vicugna-vicugna/>.
