

Lesson duration: 45 minutes
(can be adjusted by eliminating *
items to 15-30 minutes)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Description:

Instead of dismissing the unfamiliar, try
leading with compassion.
Understanding often requires effort,
but it's through that effort that we
grow.



Materials Provided:

Goat headbands, assorted animal costumes,
monocle for teacher

Materials Needed:

Paper and crayons or pencils



GETTING STARTED

Balloon exercise -A warm up introduced now and will be used later in the lesson.

Everyone should start as small as they can. They should take a big breath and get a little bit bigger, like they are a balloon being blown up. They should take another big breath and get even bigger. And finally, a big breath to get as big as they can. Then, as a class, the balloons deflate. Repeat the exercise as many times as you would like. I recommend doing it three times. On the final time, instead of deflating, perhaps their balloons pop.

INTRODUCTION

Students sit in their own areas facing the reader. Show students the cover of the book and ask them what they see.

Guided Discussion

- What is on the cover? In Spanish, "el chupacabras" means, "goat sucker".
- How do you think the goats feel about el chupacabras?
- El Chupacabras is a modern myth in Latin America.
- What is a myth?
- Students can make a prediction about what will happen in the book.



READ THE STORY

Before reading the first page that states the setting, perhaps you have the students look at the picture and make a claim about the setting. They should justify their claim with descriptions of what they see.

While reading the story, the students can say the goat lines. There is also an opportunity to count in Spanish on one of the pages.

IDENTIFY THE PROBLEM

What were Hector's and Carla's daily routines?

What did Carla discover when she found the missing goat?

What does the legend say about el chupacabras?

How does the narrator describe el chupacabras?

What does he do to the goat?

Later in the story, how does he help Carla and Hector solve the problem of the giant goats?

STORY IN MOTION

You and your students will act out the climax of the story. The room has transformed into the goat farm.

You start by asking all of the students to move around the room like goats. They can make goat noises and pretend to eat grass.

Then you sprinkle magic dust on all of the goats. They should take a big breath and get a little bit bigger, like the goats in the story. They should take another big breath and get even bigger. And finally, a big breath to get as big as they can.

Then they can walk around the room like the giant goats from the story. They can pretend to stomp their feet and destroy the town.

As el chupacabras, you arrive and begin to suck the air out of the room. You can have the students count to six in Spanish as this is happening. By the time you get to seis, the goats have returned to their normal size.



Students create their own mythical creature: *

Using the costumes provided, students can mix and match the costumes to create their own mythical creature.

Once they select their costume pieces, they should give their creature a name. They should explore how their creature moves around the room.

After they name their creature, they can share with the class.

CLOSING:

What is a myth? What did we think about el chupacabras at first? Did our idea of the mythical creature change by the end of the story? Why or why not?



Thank you for taking a few minutes to fill out this brief survey!