

Activity #2: *The Tale of Chipilo*

Guided Questions and Vocabulary

The Tale of Chipilo (pronounced Cheepeelo with the accent on “pee”) may be read aloud to the entire class or used as a reading book for each student to read along. Below is a suggested format, including vocabulary. The text is rich in vocabulary and idioms.

DAY 1

Activity:

1. Read the first three chapters
2. Go over the questions as you read or after reading a section
3. Make a chart of characters and vocabulary
4. Use a large map to plot the journey of Chipilo

Materials:

- large map of Texas, Mexico, and Central America, showing latitude and longitude
- chart paper

Questions:

- Where was Chipilo born?
- Do we know where in Texas?
- What ideas do you have on where Chipilo might live? (Make some guesses and mark them on the map with small narrow post-it notes or dots with student’s names on them.)
- Where did his parents meet?
- What direction is Mexico from Texas? (you may ask more questions related to this if you have kids in your class from Mexico)
- I wonder where they are in Mexico? Make some guesses and mark them on the map with small narrow stickies with student’s names on them.
- Does Mexico have states like the United States?
- Mexico and Texas are part of what continent?
- What is the area just south of Mexico called?
- Of what continent is Mexico a part?
- What is the name of Chipilo’s mother?
- What did you notice about their names?
- What do we call a name which might not be your real name, but is what everyone calls you? (nickname)
- What was the name of Chipilo’s father?
- What was his nickname?
- What kind of bird is Chipilo?
- How big is Chipilo?
- What kind of bird are his parents?

- It said Chipilo's parents were migrating to their winter homes. What do you think migration means?
- Why do you think some birds might need to fly to southern areas for the winter?
- In what season did Warbli and Chrys meet? What comes before autumn? What comes after?
- Do you think this will be a true story or fiction? Why?(accept various answers, but ask them to give a reason for their answer based on what they have heard so far)

Chart:

1. Make a chart of the characters and who they are in the story. Have the students write it in on the chart, or write it as they call them out. (Have them also make their own list in their journal)

The Tale of Chipilo - Main Characters

- Chipilo
- Warbli
- Chrys

2. Ask if they think there will be other characters? Who might they be?
3. Begin a word list chart: (Have them also make their own list in their journal) (See accompanying vocabulary list)

Option: Make popsicle stick figures of Warbli and Chrys and move them along their path in Mexico

DAY 2

Before reading:

1. Separate lesson on North America, Mexico and Central America – use a large map and go over the names of countries in Central America, Isthmus of Tehuantepec; note what an isthmus is, where the Great Plains are and juniper-oak woodlands in central Texas. Review cardinal directions. Show pictures/photos of Great Plains, juniper-oak woodlands, isthmus, mountains, ocean, ravine, pastures, agricultural fields. Play a game reviewing this material (e.g. could be catch phrase, one word, around the world, etc.)
2. Review what they know so far with a few general questions (e.g. Who is Chipilo?, Where did his parents meet?)

Subsequent Days of Reading:

Before reading:

- Go over any vocabulary that might be difficult. Continue a class word chart adding new words. Have students make a list of the words in their journal. Practice using them by making up new sentences.

- Read the text with expression while stopping periodically and checking for understanding. Then go back and have the students read it out loud, working in pairs. Walk around checking for those who need help.

After reading:

- Continue to add to the character list.
- Lead the students in summarizing chapter(s), while prompting students for answers.
What are the most important things that happened in this section? Brainstorm, make a list, mark off things not so important, and make a final summary sentence.

Alignment:

Grade 3 (red)

Grade 4 (blue)

Grade 5 (green)

Grade 6 (purple)

English Language Arts & Reading student expectations: 1(A-E), 2(A-C), 3, 4(A,B), 8(A,B), 10, 11, 22(A-C), 23(B); 1, 2(A,B), 6(A,B), 20(A-C), 21(B); 1, 2(A,B), 6(A,B), 9, 20(A-C), 21(A-C), 22(B); 1, 2(A,B), 6(A-C), 19(A), 20(A-C)

Mathematics student expectations: N/A

Science student expectations: 7(C), 9(A), 10(A); 9(A,B), 10(B); 7(B), 8(A,C), 9(A,B,D), 10(A); 10(C), 12(E,F)

Social studies student expectations: 4(A), 5(A,C,D), 17(E); 6(A,B), 7(B,C), 21(A-C), 22(A-E); 6(A,B), 7(B,D), 24(A-C), 25(A-E); 3(A-D), 4(D,F), 6(A,B), 21(A-C), 22(A-E)

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Vocabulary List by Chapter

Chapter I

southbound
southern
migration (glossary)
streak
adventures
separate
ravine
temperate forest (glossary)
mountains
journey
“as if by accident”
“reached a point”

Chapter II

beautiful
careful
eastward
Guatemala
Isthmus of Tehuantepec
Honduras
Nicaragua
El Salvador
Sierra de las Minas
ocean
plantation

Chapter III

territory
upcoming
breeding season
male
female
perch (glossary)
concert
interrupt

squabble
Central America
juniper-oak woodland
breeding grounds
variety
vocalizations
serenade
handsome
location
invade
“in the blink of an eye”
“readied his territory”
“staked out his territory”
“watched over his territory”
unaware
juniper
Brown-headed Cowbird
incubate
herd
bison
Great Plains
conversion
pastures
agricultural fields
alternative
patches
parasitize
unseasonable

Chapter IV

foraged (glossary)
sensed
band (glossary)
biologist
produce
wondrous
ancient
sociable
warblers
vireos
flycatchers
kinglets
forage
unseen

avoid
prey
imitate
wizard
reciting

Chapter V

chatter
hummingbird
silhouette
fearsome
Cooper's Hawk
specialized
stunned
steep
unfortunate
dove
"without a care in the world"
"got goose bumps and his feathers stood on end"

Chapter VI

independent
raptors
falcons
eagles
kites
hawks
ducks
geese
anxious
desperate
determined
instincts
"for who-knows-where"
"growing sense of adventure"
"great itch under his wing"
"that was the last straw"
"had it up to here"

Chapter VII

moonlit
rumored
stopover
“felt like a fish in water”
“very much at home”
“misfortune would soon befall them”

Chapter VIII

hurricane-force gusts
combination
ancient
careless
irresponsible
ember
magnifying glass
ignited
disaster
various
exquisite
advancing
suffocating
inferno
scattered
intense
somersaulted
consciousness
tangle
charred
moss
solemnly
grotesque
majestic
vantage point
devastated
devastation
charred
aching
horizon
intent
“make a clearing” in the forest
“scout the surroundings”
“snaked furiously”

“what he saw left him cold”
“make a forced landing”
“his sight dimmed”

Chapter IX

consciousness
delirious
food chain (glossary)
enormous
vulture
preen (glossary)
magnificent
screeched
altitude
thermal (glossary)
fascinated
soar
effortlessly
incredible
mosaic
habitat (glossary)
forage
pine-oak forests (glossary)
pockets
expanse
pastures
patch - “patch” and “pocket” are used to describe a small area of land
overwhelmed
exhausted
“red as a lobster”
turkey vulture
“kick the bucket”
“give you a lift”
“gain enough altitude”
“eat his fill”

Chapter X

perspective
flocks (glossary)
vultures
hawks
falcons

osprey
phenomenon
wetlands
Coastal Plain (glossary)
Gulf of Mexico
Veracruz
Veracruz River of Raptors
black vulture
cross-continental migration
migratory bird (glossary)
carrion (glossary)
horrible
graceful
half-hearted
dangle
ungainly
carrion eaters
La Joya – The Jewel
altitude
proper environment
beloved
temperate forest (glossary)
flourish
lowland tropical zone
uneventful
befriended
“confirmed resident”
“stay at home kind of guy”
“break with routine”
“searching for traces of”

Chapter XI

“fine-feathered friend”
Black-and-White Warbler
creep
route
avoid
Coapilla
Zoque Forest
Northern Chiapas
temperate forests (glossary)

Chapter XII

pastures

quetzal

vegetarian

omnivorous (glossary)

insectivorous (glossary)

clear land

construct reservoirs

extinct

habitat loss

timber

passionately

cloud forests

toucanet

deforestation (glossary)

reproduce

inspired

reunited

“well-preserved”

“face clouded over”

“things don’t look good”

“harbor a lot of life”

“streak of green light”