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# Tell Me a Tale

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## El Yunque National Forest Quarter

### Grades Two and Three

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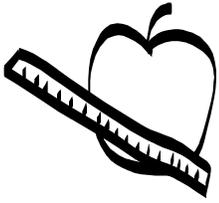
### OBJECTIVE

Students will demonstrate an understanding of a folk tale, personification, and the steps of the writing process.



### MATERIALS

- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or equivalent) of each of the following:
  - “El Yunque National Forest Quarter” page
  - “Continental U.S./P.R. Map” page
  - “Write Me A Tale” worksheet
  - “Writing Process Checklist” worksheet
  - “In Their Own Words” worksheet
- Copies of the following:
  - “El Yunque National Forest Quarter” page
  - “Write Me A Tale” worksheet
  - “Writing Process Checklist” worksheet
  - “In Their Own Words” worksheet
- 1 copy of an age-appropriate text that tells a folk tale from Puerto Rico, such as:
  - *The Golden Flower: A Taino Myth From Puerto Rico* by Nina Jaffe
  - *The Legend of the Hummingbird: A Tale From Puerto Rico* by Margaret Sanfilippo and Michael Rose Ramirez
  - *Paco and the Witch* by Felix Pitre
- 1 copy of an age-appropriate text that gives basic information about protecting the Earth, such as :
  - *The Great Kapok Tree* by Lynne Cherry
  - *Earth’s Resources* by Sue Barraclough
  - *The Earth and I* by Frank Asch
- 1 class map of the United States which includes Puerto Rico
- Images of El Yunque National Forest
- Chart paper
- Markers
- Pencils
- Crayons



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## PREPARATIONS

- Make an overhead transparency (or equivalent) of each of the following:
  - “El Yunque National Forest Quarter” page
  - “Continental U.S./P.R. Map” page
  - “Write Me A Tale” worksheet
  - “Writing Process Checklist” worksheet
  - “In Their Own Words” worksheet
- Make copies of each of the following:
  - “El Yunque National Forest Quarter” page (1 per student)
  - “Write Me A Tale” worksheet (1 per student)
  - “Writing Process Checklist” worksheet (1 per student)
  - “In Their Own Words” worksheet (1 per student)
- Locate a text that tells a folk tale from Puerto Rico (see examples under “Materials”).
- Locate a text that gives basic information about protecting the Earth (see examples under “Materials”).
- Gather images of El Yunque National Forest from web sites such as:
  - [www.fs.usda.gov/](http://www.fs.usda.gov/)
  - [www.fs.fed.us/](http://www.fs.fed.us/)



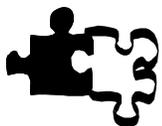
## GROUPINGS

- Whole group
- Small group
- Pairs
- Individual work



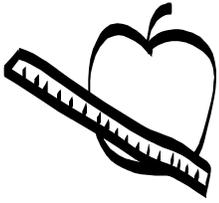
## CLASS TIME

Four 30- to 45-minute sessions



## SUBJECT AREA CONNECTIONS

- Social Studies
- Language Arts
- Science



# Tell Me a Tale



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- El Yunque National Forest
- Personification
- Folk tale
- Puerto Rico



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

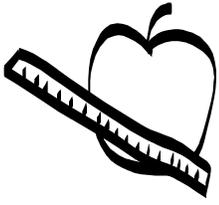
- The writing process
- Natural resources
- Protecting the environment
- Endangered
- Extinct



## STEPS

### Session 1

1. Introduce the students to the selected text on protecting the Earth. Preview the text and illustrations and allow students to generate observations about protecting the Earth. Read the text. During the reading, attend to any unfamiliar vocabulary.
2. Display and examine the El Yunque National Forest quarter design. Locate this site on a class map. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs on the back of the coin. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
3. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. Display the transparency of the El Yunque National Forest quarter. With the students, examine the design.
4. Display the overhead transparency of the “Continental U.S./PR Map” page. Explain that El Yunque is located in Puerto Rico. Note its position in relation to your school’s location on a class map. Answer any student questions. Tell the students that the animals on the coin are the coqui tree frog and a Puerto Rican parrot. The



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# Tell Me a Tale

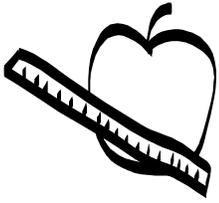
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plants on the design are a tropical vine and tree branch and a trailing palm with fern leaves.

5. Show the students the images of El Yunque National Forest. Explain that El Yunque is home to a number of plants and animals such as the endangered Puerto Rican parrot and the coqui tree frog. Explain that taking care of the parrot's environment can help keep the parrot from becoming extinct.
6. As a class, discuss ways to help protect the Puerto Rican parrot and coqui tree frog's environment. Record student responses on a class chart.
7. Distribute an "El Yunque National Forest Quarter" worksheet to each student. Have the students color the image. On the back, have them write three things that the parrot and tree frog would say about protecting their environment.
8. Distribute an "In Their Own Words" worksheet to each student. Have the students write one statement in each speech bubble about protecting the animals' environment, choosing the statements from their lists.
9. Allow time for the students to complete the assignment and share with the class.

## Session 2

1. Review the charts and the "In Their Own Words" worksheets from the previous session.
2. Introduce the students to the selected folk tale from Puerto Rico. Preview the text and illustrations and allow students to generate observations about folk tales. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, ask the students what other folk tales they are familiar with and list examples on a class chart.
4. Discuss the elements of a folk tale. Tell the students that a folk tale is a traditional narrative that was handed down orally from generation to generation and many times was not recorded. List the characteristics on a class chart. Explain to the students that many folk tales use personification, which means human qualities are given to animals or objects. Add the term "personification" to the chart and define.
5. Make a 3-column chart. Label the columns "Frog," "Parrot," and "Justification." As a class, develop a list of human characteristics that can be given to the coqui tree frog and the Puerto Rican parrot. List the justification of why that characteristic would be an appropriate choice.
6. Display the "Write Me A Tale" overhead transparency. Explain to the students that, in the next sessions, they are going to use the image from the coin to create their own folk tale about how to protect the Earth for the Puerto Rican parrot and coqui tree frog. They will use personification of these two animals to tell the tale.



# Tell Me a Tale

## Sessions 3 and 4

1. Review the previous sessions, worksheets, and discussions on folk tales, personification, and protecting the Earth.
2. Distribute both the “Write Me a Tale” and “Writing Process Checklist” worksheets to the students. Review the steps of the writing process with the students and explain that this is the process that they will follow to complete their folk tales.
3. Allow appropriate time for students to work on their folk tales.
4. Share folk tales and display.



## ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students research another national park or forest and the animals that live there. Create a folk tale about the animals in that environment.
- Have students research other endangered animals and create a folk tale about ways to protect and prevent them from becoming extinct.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe to complete their worksheets.
- Allow students to type their story on a computer.
- Create a class folk tale as either the main project or as a sample.
- Use a story starter that provides the first few sentences to get students started.



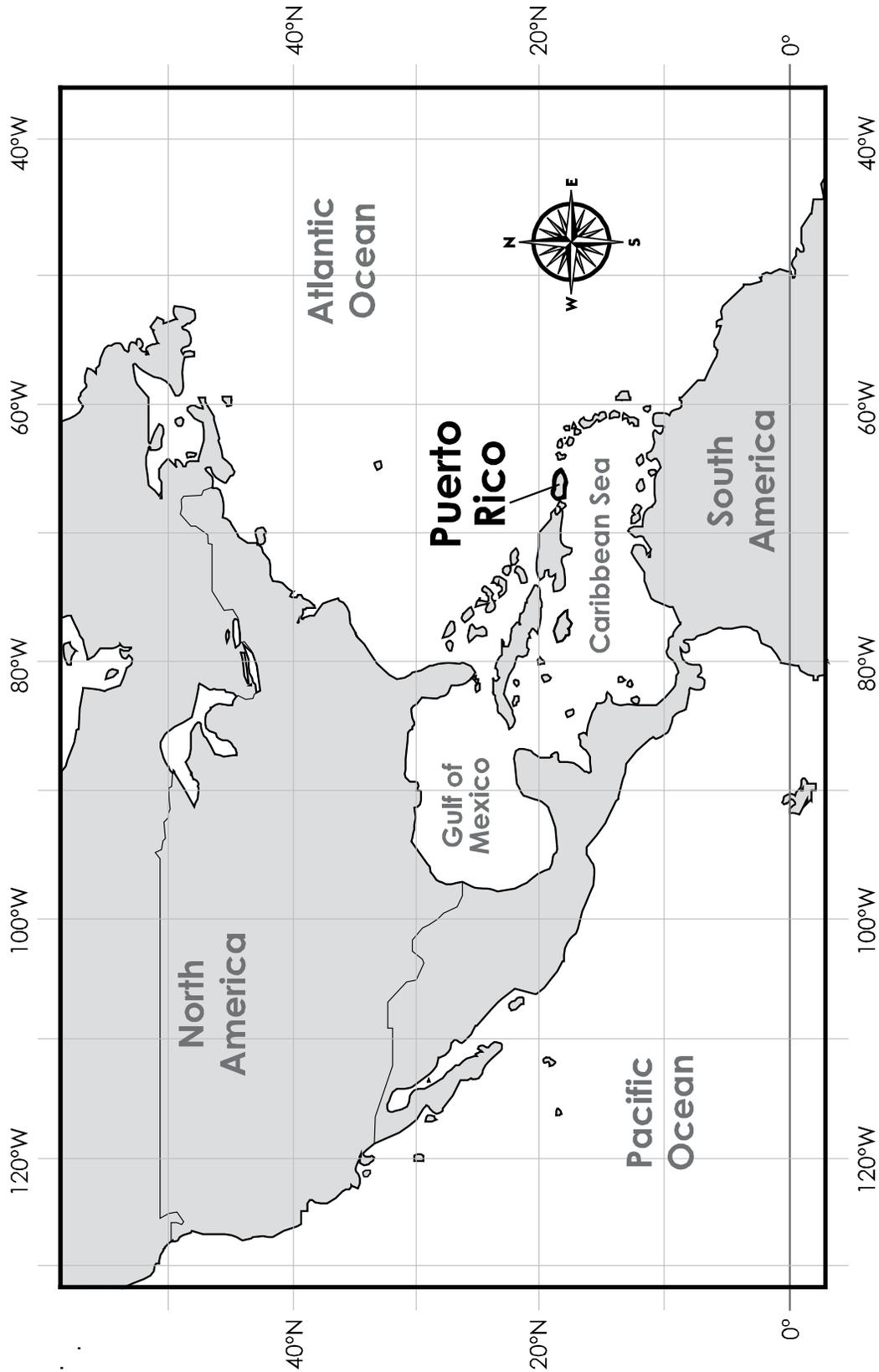
## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

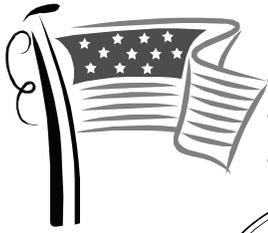
- Have students learn more about Puerto Rico with the Puerto Rico quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/dcTerritories/0203-pr.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/dcTerritories/0203-pr.pdf).
- Have students learn more about natural resources, human resources, and capital resources in the 2006 Nevada quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0203.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0203.pdf).
- Have students learn more about other national sites through the America the Beautiful quarter lesson plans at [www.usmint.gov/kids/teachers/lessonPlans/atb/](http://www.usmint.gov/kids/teachers/lessonPlans/atb/).



Name \_\_\_\_\_

# Continental U.S./P.R. Map



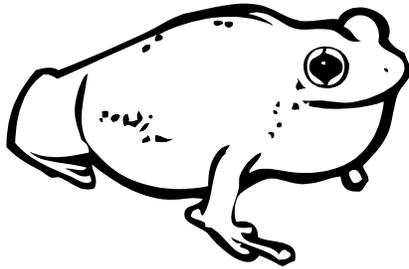


Name \_\_\_\_\_

# In Their Own Words



**Directions:** Choose one of idea for each animal to share what they have to say about protecting their environment.



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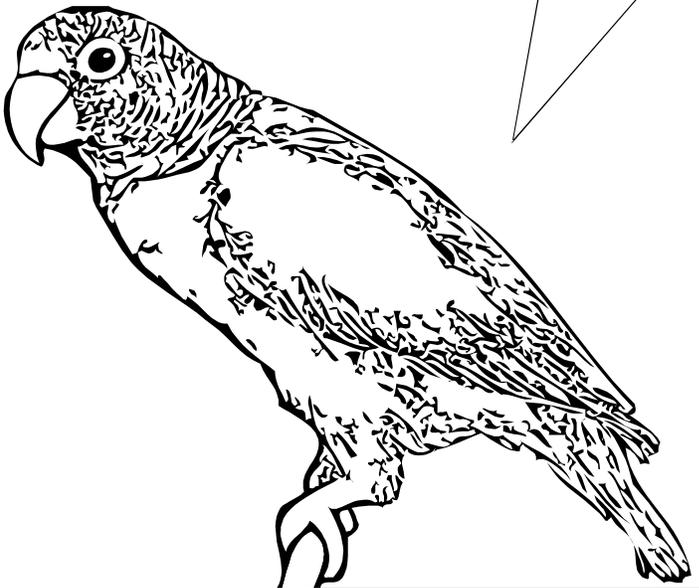
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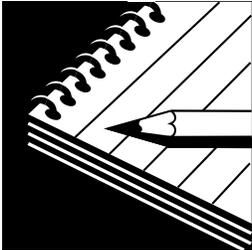
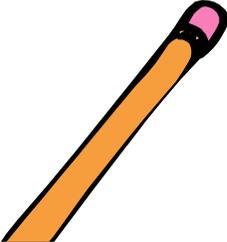


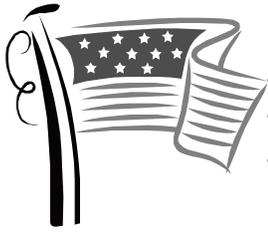


Name \_\_\_\_\_

# Writing Process Checklist

**Directions:** Follow the steps of the writing process on the checklist below. When each step is complete, mark it in the column on the right.

	STEP	DATE COMPLETED
	Prewriting: brainstorm, research	
	Drafting: write	
	Revision: make it even better	
	Proofreading: make it correct	
	Publish: share your folk tale	



# El Yunque National Forest Quarter



# The United States of America

