**El aullido de los monos**  
by Bob Crain

**Text:** El aullido de los monos by Dristine L. Franklin (1994)

**Level:** Spanish 201 or 202 students. This assignment is designed to be either their second or third reading assignment since this text is a more complex intermediate text.

**Duration:** 2-4 days

**Objectives:**
1. Students will be able to understand through the use of pictures and background knowledge what the basic overall setting is for the text. (That it involves, in some way, animals, trees, etc.)
2. Students will be able to understand the global meaning of the story after background knowledge and simple vocabulary is presented to them.
3. Students will be able to recognize and write down unknown words from the text as they read/scan/skim it on their own.
4. Students will be able to look up in a dictionary unknown words from the text and use them in context like in a written or spoken sentence.
5. Students will be able to retell and talk about story using basic vocabulary learned from the prereading activities and acquired/learned vocabulary from the story and post reading activities.
6. Students will be able to recognize the meaning of both the written and spoken words of the text after reading/hearing the story a third time.
7. Students will be able to answer questions accurately regarding the story.
8. Students will be able to express how they feel about the problem of deforestation.
9. Students will be able to express their opinion about the importance of taking care of the area they live in.

**Materials needed:**
1. Copies of El aullido de los monos for each student
2. Background pictures and possibly a video on wildlife, forests, jungles and deforestation
3. Copies of pre-reading matching activity, global comprehension activity, and reading comprehension quiz, and discussion questions
4. Span-Eng dictionaries for each student (or enough to circulate around class when students need them)

**Day 1**

1. **Pre reading activities:**
   1. (3 min) In English. Play video about wildlife, forests, jungles and deforestation and ask: Where are there different types of tropical wildlife in the world? What are some different types of animals that you saw in the video that are tropical animals? What are some types of tools in So. Amer. that are used to chop down trees? Why are trees important? Why are tropical rain forests important?
   2. (3 min) Show pictures of animals and ask: What happens to animals when they don’t have

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a normal habitat to live in? What are some people doing about the massive destruction of the rain forests?

3. (10 min) (See Pre-reading matching activity) Have students do the matching exercise of cognates after teaching key vocabulary on the board: el valle, los huertos, las hileras de maíz, la floresta en la ladera de la montaña, el camino de carreta de buey, cortar, talar, gritar, chillar, aullar. Trade papers and correct as a class.

4. (20 min) First the instructor will read the story to the class showing them the pictures even though the students may not understand it completely.

5. (10 min). Global comprehension activity: Students will arrange the events of the story in order. (See activity page entitled “Global comprehension activity.”)

Day 2

II. Reading activity:

1. (20-25 min) Individually, the students will reread the story with paper and pencil in hand and write down one or two words per page that the readers don’t understand. These words will be written in a list fashion at the top of their paper. They should have about 8-10 words. The teacher will also provide 6-7 pertinent words that will lend to better understanding of the story.

2. (10 min) As a class, ask some (5) students to share some of their words with the group.

3. These will then be turned in after the last post reading activity. The students will need to retain this paper for the duration of the activity for reference and will be turned in after the activity is over.

III. Post Reading Activities:

4. (20-25 min) In groups of 4 they will take turns reading the story again.

5. (10 min) Answer the questions (reading comprehension quiz) regarding the global meaning of the text, individually. (See reading comprehension quiz)

6. (Homework) Students will write down unknown words. The students will then look up those words in a dictionary and write their English definition next to them.

7. (Homework) On that paper, underneath the list of unknown words, the students will then write down sentences using their vocabulary words in context/a sentence.

Day 3

REVIEW AND GO OVER HOMEWORK. COLLECT AND ASSESS ON ACCURACY OF WORDS TO DEFINITIONS, CONTENT AND SEMANTIC MEANING OF SENTENCES. (6-8 words with definitions and sentences that have good content and meaning = 84%, 9-11 = 88%, 12-14 = 92%, 15-17 = 95%, 18-20 = 100%)

1. (10 min) Students will regroup into groups of 4 and discuss the story with the discussion topics at hand. (See discussion questions)

2. (10 min) This will be corrected as a class

3. (8 min) Each student will comment on or give their opinion about their discussion topic that they have.

4. (10 min) Review, discuss and assign post reading homework activity
Day 4 (of lesson, but remember they have 2 days in which to complete this activity)

Post Reading Homework Activity: REREAD THE STORY INDIVIDUALLY AND ON YOUR OWN. (The students will have a copy of the story). In addition, choose 1 of the following and do one well for a B-, choose 2 and do these well done for a B+, and choose 3 and do a good job for an A. This is due in 2 days.

1. Videotape a small 2-4 minute clip from a television program that is related to wildlife, deforestation, So. America, tropical rain forests and write a one paragraph summary in Spanish, using the vocabulary words that they learned.
2. Interview (tape or video record for 3-5 minutes) a native from a So. or Central American country about the town that they lived in and what their area was like.
3. Make a collage of pictures on poster board of pictures regarding the environment, tropical rain forests, tropical animals, trees, etc., with the pictures used labeled in Spanish.
4. Write a letter in Spanish to an environmentalist organization in Central or South America asking them how you can get involved at saving the rain forests and tropical animal habitats.

2 DAYS LATER (Due date for projects):
1. Teacher will read or review the story again with the class for solid comprehension.
2. Test. (Turned in and to be corrected by the instructor).
3. Individual student presentation of their projects.

Overall assessment:
Grading Rubric:
1. Overall participation (to be graded by in-class teacher observation)
   - individual participation in oral class discussions ..... 1 2 3 4
   - individual participation in oral group discussions and activities ..... 1 2 3 4 5
   - individual participation of completion of homework assignments ..... 1 2 3 4

2. Project score.
   - organization ..... 1 2 3 4 5
   - innovation/creativity ..... 1 2 3
   - application of learning that took place in class ..... 1 2 3 4 5 6
   - presentation (neatness, appropriateness, etc.) ..... 1 2 3 4

3. Overall scores of tests quizzes and assignments
   - Pre-reading matching activity ___ /10
   - Global comprehension activity ___ /4
   - Reading comprehension quiz (each is worth 2 points) ___ /10

   Total ___ /55
Pre-reading Matching Activity

Nombre: _____________________________________

1. monkeys                      a. montaña
2. valley                       b. árbol
3. tree                         c. auto
4. automobile                   d. tierra
5. calmness                     e. sonido
6. money                        f. tranquilidad
7. majority                     g. dinero
8. earth                        h. valle
9. mountain                     i. mayoría
10. sound                       j. monos

Nombre: ______________________

Global Comprehension Activity

3. ¿De qué se trata el cuento?
   a. Del gobierno.
   b. Una compañía de construcción que quiere construir hoteles.
   c. U nos hombres malos.
   d. La destrucción del la selva tropical.

4. ¿Qué hace Doña Marta?
   b. Cuida a todos los niños mientras sus padres trabajan.
   c. Trabaja para McDonalds.
   d. Trabaja en el zoológico.

5. ¿Dónde toma lugar el cuento?
   a. En Cuba
   b. En Costa Rica
   c. En Colombia
   d. En México

6. ¿Qué hacen los hombres a los árboles?
   a. Las cortan.
   b. Las abrazan.
   c. LAS comen.
   d. Las leen.
Reading Comprehension Quiz

1. ¿Cómo se llama el personaje principal del cuento?
   a. Don Marío
   b. Doña Marta
   c. Doña Marina
   d. Don Manuel
   e. Don Ronaldo (McDonaldo)

2. ¿Cuáles animales anunciaban “el término del día y la llegada del día”?
   Los...
   a. chicos
   b. elefantes
   c. gallos
   d. monos
   e. Tigres del Norte

3. ¿Cuándo se fueron los monos?
   Cuando no había más...
   a. árboles
   b. comida
   c. plátanos
   d. lluvia
   e. música

4. ¿Cuántos años tenía el personaje principal del cuento cuando se casó?
   a. 30
   b. 25
   c. 15
   d. 11
   e. 101

5. ¿Cuántos hijos e hijas tenía la personaje principal del cuento?
   a. 30
   b. 25
   c. 15
   d. 11
   e. 101

Discussion Questions
Cut out each one and hand to each one of the four people in the group.

Instrucciones: Discuten en grupos en español. A bajo tiene un tema (topic) y tú tienes que decir si estás de acuerdo (if you agree) o no con lo que dice el tema y por qué.

Persona no. 1—Los monos son animales salvajes y no los necesitamos aquí en la tierra.
Persona no. 2–Es una lástima que haya personas y compañías que destruyen las selvas tropicales.

Persona no. 3–No es importante replantar (replant) los bosques que las personas cortan y destruyen.

Persona no. 4–Es importante recibir educación sobre el ambiente y la ecología.
LOS DERECHOS DE LAS MUJERES SON DERECHOS HUMANOS.