



# Alma Flor Ada: An Author Study

THE ALMA PROJECT  
*A Cultural Curriculum Infusion Model*



Denver Public Schools

In partnership with Metropolitan State College of Denver



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# Alma Flor Ada: An Author Study

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Implementation Time: 2-3 weeks

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The Alma Curriculum and Teacher Training Project

Loyola A. Martinez, Project Director



*Denver Public Schools, Denver, Colorado*

## **ABOUT THE ALMA PROJECT**

### **The Alma Curriculum and Teacher Training Project**

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field-tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2000-2001 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

### **Basic Premise of the Project**

This curriculum innovation will serve several major purposes.

- ◆ It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- ◆ It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- ◆ The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- ◆ A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards. Alma instructional units are currently available on the Alma Project web site. (<http://almaproject.dpsk12.org>).

*For more information on the Alma Project, please contact:*

## **ALMA PROJECT**

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## ACKNOWLEDGEMENTS

The undertaking of a project of this magnitude and importance would not have been possible without the Goals 2000 grant awarded in July 1996. We are indebted to former superintendent Irv Moskowitz, the assistance and support of the Colorado Department of Education, members of the Board of Education, Department of Educational Services, and the Metropolitan State College at Denver.

Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair  
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Dr. Priscilla Falcon, Professor of International Relations  
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Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English  
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The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)  
Patty Wypler, Editor  
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit  
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*  
*The Iroquois* instructional unit

# INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

## ***Content Knowledge***

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

## ***Specifics***

Identification of relevant supporting knowledge that will help students understand the information.

## ***Instructional Strategies***

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

## ***Student Activities***

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

## ***Resources/Materials***

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

## ***Performance Task***

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

## ***Scoring Rubric***

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

## ***Additional Evidence***

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

***What will students be learning?***

- Standards
- Benchmarks
- Instructional objectives
- Specifics

***What will be done to help students learn this?***

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center to help them in teaching the units. The Center is located at 2320 West 4<sup>th</sup> Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

## CONTRIBUTING AUTHORS

The following Denver Public Schools teachers are to be commended for their significant contributions to the Alma Project. Their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

<b>1998-1999</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions	Denver School of the Arts
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenk Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School

Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

<b>1999-2000</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families.....A Celebration	Kaiser Elementary
	Plants/Las Plantas	
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

<b>2000-2001</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

<b>2001-2002</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Arthur L. Campa, PhD & Ellen J. Campa	LARASA's Legacy: Catalyst for Change: Archuleta, Noel, and Valdez	Metro State College
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

# Alma Flor Ada: An Author Study

## Unit Concepts

- Authorship
- Getting to Know Alma Flor Ada
- Alma Flor Ada's Philosophy of Literature
- Becoming Familiar with a Variety of Quality Literature
- Hispanic Traditions and People
- Migrant Lifestyles

## Standards Addressed By This Unit

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills in their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

### Visual Arts

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

### Mathematics

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

### Science

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

### History

Students understand that societies are diverse and have changed over time. (H3)

## Introduction

Alma Flor Ada was born and raised in Camaguey, Cuba. She grew up in an environment that encouraged imagination. For many years she was the only child in an extended family. The trees in her yard became the listeners for her dreams. Her books reflect the joy and excitement she felt as a child. While in fourth grade, she decided that she wanted to write books that made learning fun and told great stories. She has lived in Cuba, Spain, Peru, and the United States. She has taught and studied in many of those countries. She lives in San Francisco, and has four children and three grandchildren.

Ms. Ada is happy that her books are published in both Spanish and English. Her daughter has done many of the translations of her books. She feels that experiencing another language lets children learn to appreciate the diversity of the world. She has a true passion for bilingual education. She was a Fulbright scholar, a recipient of the Marta Salotti Gold Medal Award and the Christopher Award (United States). Her books include poetry, picture books, autobiographies, the retelling of folktales, plays, songs, and translations.

## Implementation Guidelines

It is recommended that this unit be used primarily in early childhood, kindergarten, and first- or second-grade classrooms. It is designed not only as an author study, but a way to incorporate Latino literature, traditions, and people into the literacy program. This unit also incorporates many areas of the curriculum—art, science, geography, history, and language.

## Instructional Materials and Resources

**The following resources (books) are needed for implementing this unit:**

*I Love Saturdays y Domingos* by Alma Flor Ada  
*Saturday Sancocho* by Leyla Torres  
*The Tamale Quilt* by Jane Tenorio-Coscarelli  
*Dear Peter Rabbit* by Alma Flor Ada  
*A Surprise for Mother Rabbit* by Alma Flor Ada  
*A Piece of My Heart/Pedacito de mi Corazon* by Carmen Lomas Garza  
*Olmo and the Blue Butterfly/Olmo y la Mariposa* by Alma Flor Ada  
*A Rose With Wings* by Alma Flor Ada  
*The Lizard and the Sun/La Lagartija y el Sol* by Alma Flor Ada  
*De Colores and other Latin-American Folk Songs for Children* by Jose-Luis Orozco  
*Making Magic Windows* by Carmen Lomas Garza  
*In My Family/En mi Familia* by Carmen Lomas Garza  
*Gathering the Sun: An Alphabet in Spanish and English* by Alma Flor Ada

**The following are resources and materials for each lesson:**

### Lesson 1

*I Love Saturdays y Domingos* by Alma Flor Ada  
*Saturday Sancocho* by Leyla Torres  
*The Tamale Quilt* by Jane Tenorio-Coscarelli

**Lesson 2***Dear Peter Rabbit* by Alma Flor Ada**Lesson 3***A Surprise for Mother Rabbit* by Alma Flor Ada*A Piece of My Heart/Pedacito de mi Corazon* by Carmen Lomas Garza**Lesson 4***Olmo and the Blue Butterfly/Olmo y la Mariposa* by Alma Flor Ada*A Rose With Wings* by Alma Flor Ada**Lesson 5***The Lizard and the Sun/La Lagartija y el Sol* by Alma Flor Ada*De Colores and other Latin-American Folk Songs for Children* by Jose-Luis Orozco*Making Magic Windows* by Carmen Lomas Garza*In My Family/En mi Familia* by Carmen Lomas Garza**Lesson 6***Gathering the Sun: An Alphabet in Spanish and English* by Alma Flor Ada

## Lesson Summary

Lesson 1	Introducing Alma Flor Ada: “Family” ..... 4 This lesson introduces the author Alma Flor Ada, and discusses diversity in families. Children have the opportunity to research and learn about their families.	4
Lesson 2	<i>Dear Peter Rabbit</i> ..... 8 Children will have the opportunity to write to their favorite storybook character as they portray another storybook character.	8
Lesson 3	Eggs, Eggs, Cascarones! ..... 11 The story <i>A Surprise for Mother Rabbit</i> leads into a fun-filled activity where children will decorate and fill eggshells with confetti!	11
Lesson 4	The Migration of Butterflies: <i>Olmo and the Blue Butterfly</i> ..... 13 Children will discover the lifecycle of the butterfly and the amazing migration to Mexico that these delicate creatures take each year.	13
Lesson 5	The Sun Shines On: <i>The Lizard and the Sun</i> ..... 18 Legends of the sun, the importance of the sun, and creating sunbursts from papel picado brings this lesson to life. A great art experience.	18
Lesson 6	<i>Gathering the Sun: A Dedication to Cesar Chavez</i> ..... 21 This lesson is a study of migrants and Cesar Chavez through illustrations, poetic verse, and the alphabet.	21
Unit Assessment	..... 26	26

# Lesson 1: Alma Flor Ada, the Author “Family”

## What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students understand that societies are diverse and have changed over time. (H3)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills in their reading, writing, speaking, listening, and viewing. (RW4)

### BENCHMARKS

Learners will listen to and understand quality literature.

Learners will understand that print is an important symbolic means of communication.

Learners will incorporate new vocabulary and concepts learned into their conversations and writing.

Learners will understand families, their structure, and history.

### OBJECTIVES

Students are introduced to Latina author, Alma Flor Ada, her life, and her literary works.

Students will explore the concept of family and learn about their family tree.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Chart

Individual/Family Research

Compare and Contrast

### PRELIMINARY LESSON ACTIVITY

Provide students with a brief history of Alma Flor Ada, her role as an author, and various awards she has received using the biography from the introduction and information provided on the book jacket.

Preview the text *Latino(a) Voices* for an in-depth study of Alma Flor Ada and review all of her literary works. Introduce the story *I Love Saturdays y Domingos* by Alma Flor Ada. This story chronicles a little girl's time spent with both sets of grandparents who come from different cultural backgrounds. It shows that even though they are different in heritage they share the common bond of love for their granddaughter.

### ACTIVITIES

After reading the story, use a piece of chart paper with a line drawn down the center. Label one side “Grandma and Grandpa” and the other side “Abuelito y Abuelita.” Through a group discussion, list on each side the differences and similarities of the grandparents including the various things they did with the granddaughter. Include new vocabulary learned from the story. When this has been completed encourage the children to share special things about their own grandparents. Give each child a copy of the family tree worksheet (see page 7) and explain that their assignment will be completed with their parents. Each child will fill in the family tree with information, background, history, and pictures of their families. This must be completed at the end of the unit and will be used as part of their unit assessment. (Be sure to give them a completion date).

### VOCABULARY

Abuelito .....	Grandfather
Abuelita .....	Grandmother
Domingos .....	Sundays
Huevos rancheros .....	Eggs with salsa
Hola .....	Hello
Uno.....	One
Dos .....	Two
Tres .....	Three
Quatro .....	Four
Cinco .....	Five
Seis .....	Six
Siete .....	Seven
Ocho .....	Eight
Nueve .....	Nine
Diez .....	Ten
Circo.....	Circus
Amarillo .....	Yellow
Anaranjado .....	Orange
Rojo.....	Red
Azul.....	Blue
Verde .....	Green
Rancho .....	Ranch
Orgullo .....	Pride
Piñata .....	A paper-mache object, often in the shape of an animal, filled with treats
Feliz cumpleaños .....	Happy Birthday

RESOURCES/MATERIALS

Chart paper

Copies of the Family Tree Worksheet

*I Love Saturdays y Domingos* by Alma Flor Ada

CD to share songs of celebrations

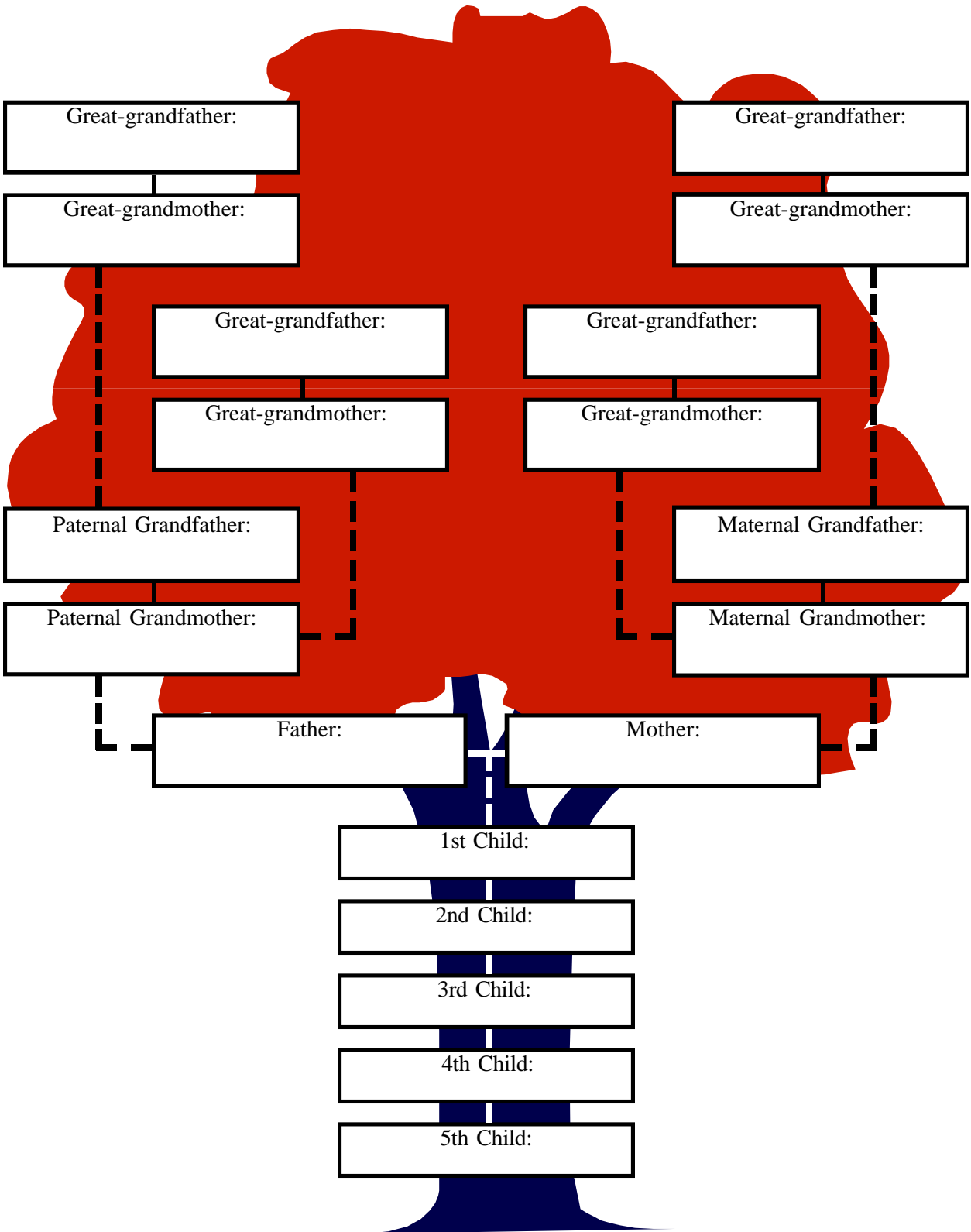
Two additional stories to share on grandparents and traditions: *The Tamale Quilt* by Jane Tenorio-Coscarelli and *Saturday Sancocho* by Leyla Torres

ASSESSMENT

Check for knowledge of the concept of differences in the two sets of grandparents by giving each child a piece of construction paper that is divided down the middle. Label one side “Saturdays,” and the other “Domingos.” Have each child illustrate something from the story that shows the cultural differences between the grandparents. Have the children share their illustrations and orally explain how the activities are culturally different.

Name \_\_\_\_\_

# Family Tree Worksheet



## Lesson 2: *Dear Peter Rabbit*

### **What will students be learning?**

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Learners will follow and answer questions about a story that is read aloud.

Learners will take part in conversations and group discussions by taking turns and sharing ideas.

Learners will understand that writing carries meaning.

Learners will participate in shared writing activities.

Learners will use correct sentence structures, complete ideas, and punctuation in their writing.

#### OBJECTIVES

Students will participate in a shared writing activity that will lead into individual writing activities.

Students will use creativity in their writing activity that will be shared with others.

Students will use their knowledge of storybook characters to write letters to friends.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Chart

Writing Activities

Shared Writing

#### SPECIFIC

Share with the children the following: Alma Flor Ada decided to be an author at an early age. She found her schoolbooks boring compared to the wonderful storybooks at home. She decided to write exciting books for all children to enjoy and have fun reading. She has fun doing just that!

#### PRELIMINARY LESSON PREPARATION

Arrange with a teacher of an intermediate class to have the students of the class answer the letters the students of your class write as outlined in the activity on page 8.

### PRELIMINARY LESSON ACTIVITY

Introduce the story *Dear Peter Rabbit* by Alma Flor Ada. This book is a collection of letters written by storybook characters to each other. As you read the letters to the class, discuss what is written, who wrote it, and who it was written to, and view the wonderful illustrations. You will want to discuss how the pictures were drawn with pens and colored ink, and who the characters are in the pictures.

### ACTIVITIES

After reading the story, give a basic lesson on letter writing. As a shared writing activity have the class choose a storybook character to write to. Begin the letter with a return address, and the greeting Dear... on a piece of chart paper. Let the class decide what to write about and dictate to you. As you write, discuss the letters, words, punctuation, sounds, etc. When this is completed, hand out individual penmanship papers with the directions for the assignment. The direction is to choose a storybook character and a topic to write to them about. They must also choose a storybook character that they will be to sign the letter. Have the children do a rough draft and help them with spelling, punctuation, etc. through your writing conference. When they have completed the draft, give students a sheet of penmanship paper that has the top half free for an illustration. They will then copy their letter and illustrate a storybook scene. Place the letters in envelopes and address them to their character. These will then be sent to the intermediate class to answer as if they were the storybook character the letter was addressed to. This can become a fun letter-writing activity and one that the children will look forward to—possibly a weekly writer’s workshop.

### VOCABULARY

Character ..... A person in a story

Illustrator ..... The person who draws the pictures in a piece of literature

Correspondence ..... Communication by letter

Carta ..... Spanish word for letter

### RESOURCES/MATERIALS

*Dear Peter Rabbit* by Alma Flor Ada

Chart paper

Sheets of penmanship paper

Envelopes

Books with stories such as “Little Red Riding Hood,” “Goldilocks and The Three Bears,” “The Three Little Pigs,” “Peter Rabbit,” and others

**ASSESSMENT**

This will be an observation assessment. During the activity, assess if the children have an understanding of letter writing and the format of a letter. This will be done during your writing conference at writer workshop time. Check if they use correct punctuation, sentence structure, and complete ideas. You may want to use the checklist provided:

	<b>Met</b>	<b>Not Met</b>
Did they use a proper greeting?	<input type="checkbox"/>	<input type="checkbox"/>
Did they use proper spacing of words?	<input type="checkbox"/>	<input type="checkbox"/>
Was punctuation used appropriately?	<input type="checkbox"/>	<input type="checkbox"/>
Were words put together in a sentence format?	<input type="checkbox"/>	<input type="checkbox"/>
Did sentences convey a message?	<input type="checkbox"/>	<input type="checkbox"/>
Were sentences structured to form a letter?	<input type="checkbox"/>	<input type="checkbox"/>
Was a proper ending and signature given?	<input type="checkbox"/>	<input type="checkbox"/>

## Lesson 3: “Eggs, Eggs, Eggs, Cascarones!”

### What will students be learning?

#### STANDARDS

Students will understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Learners will use information from their reading to increase vocabulary and language usage.

Learners will read literature representing various cultural and ethnic traditions from throughout the world.

Learners will participate in an artistic form of expression.

#### OBJECTIVES

Students will be introduced to the Latino tradition of cascarones.

Students will describe the process for making cascarones, sequencing the steps appropriately.

#### SPECIFICS

In Latino culture, special eggs, called cascarones, are made during Easter. The cascarones are eggshells that are filled with confetti. In Mexico, they are broken over the heads of a loved one or thrown in a fun “battle.”

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Visuals

Hands-on Activity

Sequencing

#### SPECIFIC

Share with the children that Alma Flor Ada wrote *A Surprise for Mother Rabbit* to celebrate the diversity of the many people in the world. Talk about the beauty of cultural differences.

#### PRELIMINARY LESSON PREPARATION

Prepare the eggshells by making a small hole at one end of the egg with a needle. Keep poking at the hole until it is a little smaller than a dime. Empty the raw egg (you may want to have the parents do this at home and bring to school—parent involvement!). Rinse the inside and let dry. Design a worksheet with four areas for illustrating the sequence of making cascarones. The completed worksheet will serve as a key indicator of their grasp of sequence (assessment).

### ACTIVITIES

Read *A Surprise for Mother Rabbit* by Alma Flor Ada. Discuss the various eggs in the story. To further explain cascarones, show the painting “Cascarones” by Carmen Lomas Garza. Discuss and explain the concept of cascarones and how they are used.

Place students in groups of four or five. Students will:

- Fill eggshells with small, cut up pieces of construction paper, tissue paper, or confetti;
- Tape over the hole with masking tape;
- Dye the eggs after filling with confetti; and
- Display for all to enjoy.

For added fun, have the children use glue water and paint the eggs adding bits of colored tissue paper as a collage affect

### VOCABULARY

Cascarones ..... Special eggshells filled with confetti and thrown at friends or broken over the head of a loved one

Mexico ..... Country in North America, south of the United States border

Confetti ..... Small bits of brightly colored paper

### RESOURCES/MATERIALS

Prepared eggshells

Dye for eggs

Confetti or small pieces of construction paper

Chart paper

*A Surprise for Mother Rabbit* by Alma Flor Ada

*A Piece of My Heart/Pedacito de mi Corazon: The Art of Carmen Lomas Garza* by Carmen Lomas Garza.

### ASSESSMENT

Students will sequence the process of making cascarones. Each child will receive a sheet of white construction paper that has been divided into four sections labeled 1,2,3, and 4. Have students illustrate the process in sequential order and, if possible, label each section with the specific step. Check to see that the entire process is in correct order.

## Lesson 4:

# The Migration of Butterflies to Mexico:

### *Olmo and the Blue Butterfly*

#### What will students be learning?

##### STANDARDS

Students will read and understand a variety of materials. (RW1)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

##### BENCHMARKS

Learners will understand that print is an important and symbolic means of communication.

Learners will listen and understand a variety of materials.

Learners will identify major geographical features, events, and regions.

Learners will identify characteristics and needs of living things such as butterflies.

##### OBJECTIVES

Students will understand the characteristics of a butterfly through the literature of Alma Flor Ada.

Students will identify the features on a map and show the migration routes of the monarch.

Students will sequence the lifecycle of a butterfly.

#### What will be done to help students learn this?

##### INSTRUCTIONAL STRATEGIES

Read Aloud

Visuals

Map Skills

Sequencing

Charts

##### SPECIFIC

The books in this lesson are specific to butterflies. Ms. Ada wrote these books to show not only the characteristics of butterflies, but that kindness to creatures, both large and small, is so important. This lesson teaches about butterflies and the natural wonder of their migration.

The monarch butterfly cannot survive long cold winters. Every year when the length of the day and the temperature change, they begin to migrate to warmer regions. If they are east of the Rocky Mountains, they will migrate to the mountain forests of Mexico. If they are west of the Rocky Mountains they will roost in grove trees along the California coast.

The monarch is the only butterfly that migrates so far—up to 3,000 miles. It is an amazing trip for a creature so delicate! They will migrate en masse to the same spot, often to the exact same tree. Since the

monarch's lifespan is short, they can only make this roundtrip migration once—their offspring's offspring (their "grandchildren") will make the next trip.

As the days begin to get longer and winter ends, they will become more active and will mate. Usually around the second week of March they will begin their migration back from Mexico. As they trek back they will leave their eggs on milkweed plants along the way.

### PRELIMINARY LESSON PREPARATION

Make copies of the Migration Map and Butterfly Lifecycle worksheets. Collect as many pictures of butterflies, particularly monarchs, and as many books that describe butterflies and their lifecycle as you can find. You will be able to use these as visuals for your discussions.

### ACTIVITIES

Share Ms. Ada's theme for the books that you will be reading—that kindness to creatures, great and small, is so important. In *Olmo and the Blue Butterfly/Olmo y la Mariposa Azul* and *A Rose With Wings*, she shows that the beauty of a butterfly is so important and that care must be given. Read and discuss *Olmo and the Blue Butterfly*. Use chart paper to sequence the events of the story—what did he do first to follow the butterfly? Continue stressing the various ways he traveled. If possible, share *A Rose With Wings* by Alma Flor Ada, or other books on butterflies. Discuss the butterfly's lifecycle and share visuals if possible.

Let this discussion lead into the migration habit of the monarch butterfly. Share information on their specific migration routes. Introduce the globe/map and discuss what they are and how they are used. Show the route the butterfly takes to get to its roosting spot. Give each child a copy of the Migration Map Worksheet (see page 16). As a group, color the map using the following relief:

- Water = blue
- Land = green
- Mountains = brown
- Migratory routes = outlined in black

As you color the map be sure to stress how far the butterflies must travel to reach their roosting spots deep in Mexico or California.

### VOCABULARY

Mariposa ..... Spanish word for butterfly

Azul ..... Spanish word for blue

Mexico ..... A country on the southern end of the North American continent, south of the United States

Migrate ..... To move from one region or climate to another

Roost ..... To settle down for a rest or sleep

Chrysalis ..... A protective covering/the pupa of a butterfly

### RESOURCES/MATERIALS

*Olmo and the Blue Butterfly/Olmo y la Mariposa Azul* by Alma Flor Ada

*A Rose With Wings* by Alma Flor Ada

Chart paper

Photocopied pictures from *Olmo and the Blue Butterfly/Olmo y la Mariposa Azul*

Markers/crayons

Copies of the Migration Map Worksheet

Pictures of butterflies

Additional books on butterflies

Butterfly Lifecycle Worksheet

Strip of construction paper

Globe/map

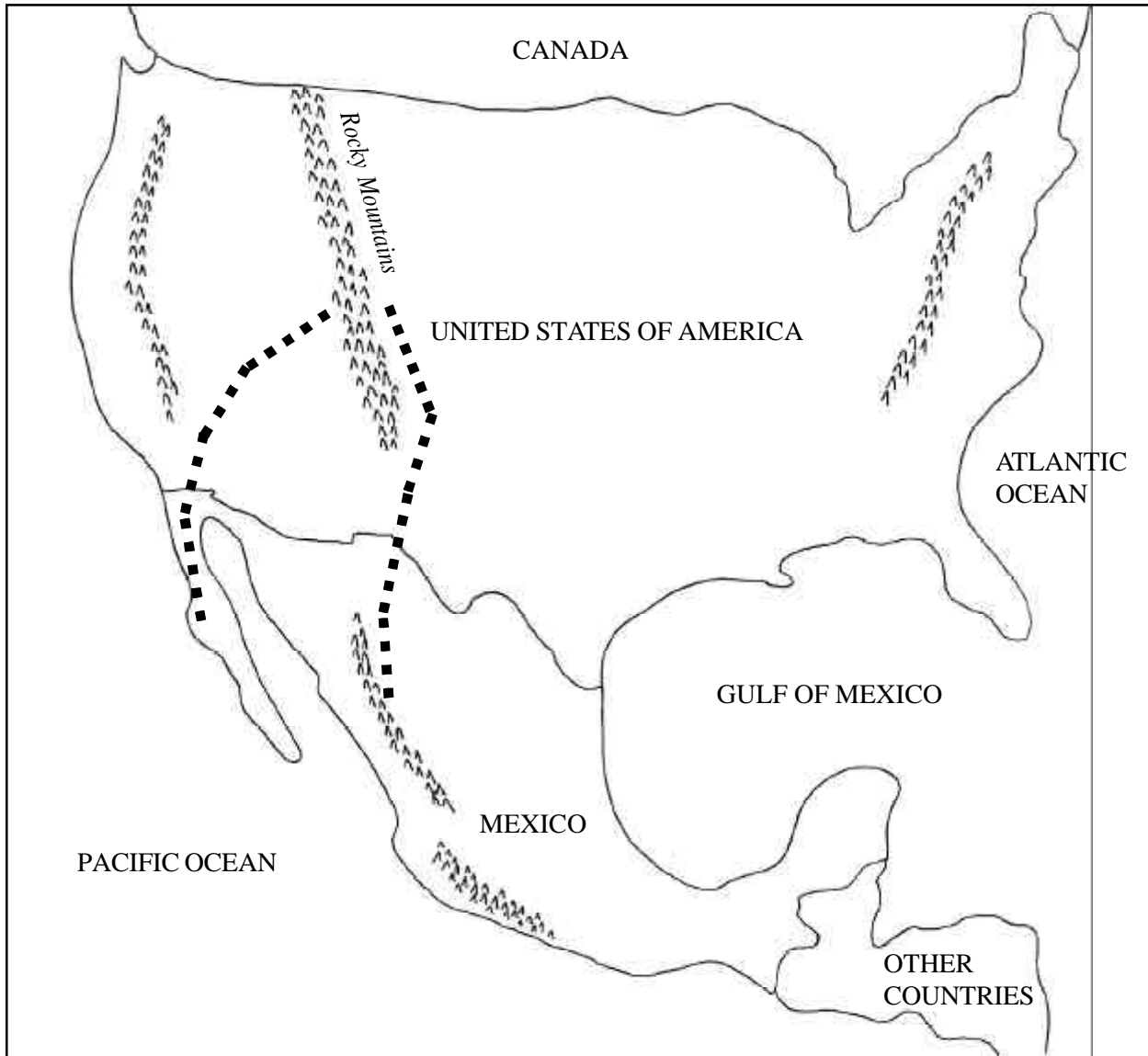
### ASSESSMENT

Following the lesson, each student will sequence the lifecycle of a butterfly using the Butterfly Lifecycle Worksheet (see page 17). Have the children color and cut out the pictures and sequence them on a strip of construction paper. After completing this project they will use a sheet of writing paper to write about the migration. They should have at least three to four sentences explaining the migration. Check for:

- What butterfly migrates to Mexico (or California)?
- When do they leave?
- When do they return?
- Where do they go?
- What do they do on the return?

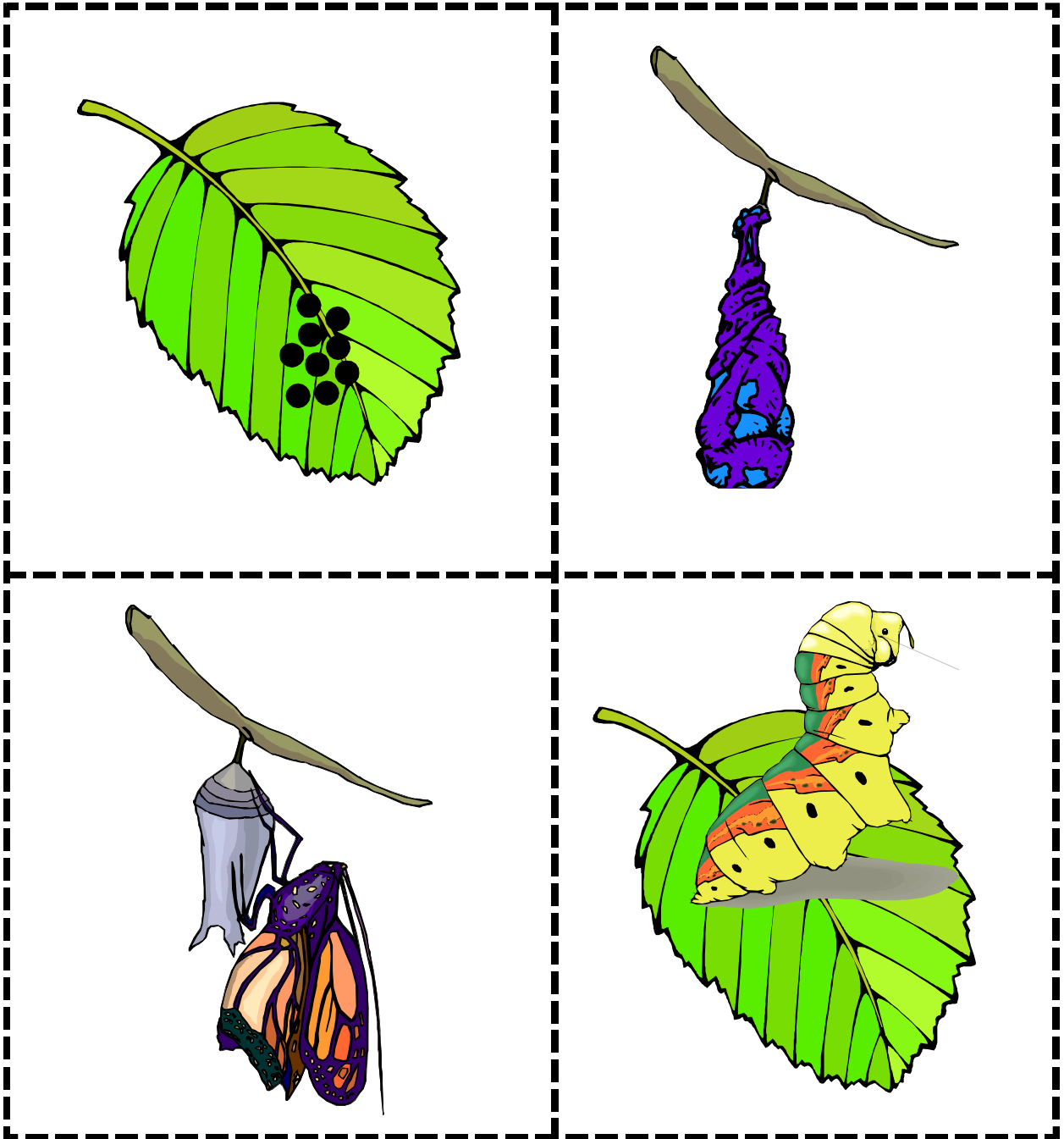
Name \_\_\_\_\_

## Migration Map Worksheet



## Butterfly Lifecycle Worksheet

Teacher: Make a copy of this page, then cut out the four sections and have students arrange them in their proper sequence.



## Lesson 5: **The Sun Shines On The Lizard and the Sun**

### **What will students be learning?**

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students recognize and use visual arts as a form of communication. (A1)

Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of the Earth and other objects in space. (S4)

#### BENCHMARKS

Learners will listen to and understand a variety of materials.

Learners understand that print is an important, symbolic means of communication.

Learner will incorporate new vocabulary and concepts into writing and conversations.

Learners will understand the importance of the sun.

Learners will learn about the process of papel picado/cut paper.

#### OBJECTIVES

Students will discover the importance of the sun.

Students will learn to do "papel picado," or cut paper, as illustrated by Latina artist Carmen Lomas Garza.

Students will be introduced to the literary term "legend."

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Music

Group Discussion

Visual Art Through Hands-on

Story Writing

Buddies

#### SPECIFIC

Alma Flor Ada uses elements of traditional Latin American folklore, legends, and fables to write about characters and connect them to her readers and listeners. In this story she writes about the disappearance of the sun and why lizards love to bask in the sun. Be sure to use the "Author's Note" at the end of the book to share with students how the indigenous people of America view the sun as a source of heat, light, and energy. Also share how the story is in both English and Spanish, and how Ms. Ada hopes it will awaken an interest in discovering a second language.

Carmen Lomas Garza is a Chicana artist from Texas who was raised near the Mexican border. From a very early age she wanted to be an artist. She has worked in a variety of art forms such as oil, acrylic, lithographs, papel picado, and metal cut outs. She lives in California as a curator, writer, artist, and art instructor. For the lesson you will want to share her books *In My Family/En mi Familia* (which recounts her experiences growing up in Texas) and *Making Magic Windows*.

#### PRELIMINARY LESSON PREPARATION

Prepare the paper for the papel picado, and arrange for an intermediate class or possibly “buddies” to assist the children in the project. Learn the song “Buenos Dias” to teach the class. Trace the sunburst design from *Making Magic Windows* onto heavy paper and cut out to be used as a stencil.

#### ACTIVITIES

Greet the children with the song “Buenos Dias” from the book *De Colores and Other Latin American Folk Songs for Children*. This is a fun song to the tune of “Frere Jaques” and teaches the days of the week. This will be a fun way to introduce sunshine and the sun.

Talk about the sun, sunny days, how they make us feel, the warmth the sun provides, the energy, and if we did not have the sun how it would be so dark all the time. Share information from the specific and how the sun is a part of so many legends. (Define legend to the class)

Introduce and read *The Lizard and the Sun/La Lajarija y el y Sol* by Alma Flor Ada. As a group discuss the story, how everything was dark, people were cold, and very afraid. People could not see the bright colors that surrounded them and there was no excitement in their lives. Talk about the importance of the woodpecker in waking up the sun and the lizard for finding the “rock.”

After the story, invite your helpers in to make beautiful sunbursts to shine on the classroom. To make the sunbursts, introduce Carmen Lomas Garza, a Latina artist and author (share from specific). Display one of her paintings, “Birthday Barbecue” from her book *In My Family/En mi Familia*. In the picture there are pieces of papel picado hanging on the line.

In *Making Magic Windows* by Ms. Garza, papel picado is introduced and many samples, including a sunburst, are given complete with directions. Using simple folds with white tissue paper, have students (with the help of their buddies) experiment with cutting designs. When they are ready, have students use the sunburst stencil to trace the sunburst design onto yellow prefolded paper and cut out. The buddies will be helpful for tracing the design and cutting some smaller areas. These can then be hung in a display (their stories from the assessment will be added to the display later.)

VOCABULARY

- Papel picado ..... Mexican cut-paper art  
Sol ..... Spanish word for sun  
Buenos Dias ..... Spanish words for “Good Morning”  
Legend ..... A story handed down from the past, not verifiable  
Lenes ..... Spanish word for Monday  
Martes ..... Spanish word for Tuesday  
Miercoles ..... Spanish word for Wednesday  
Jueves ..... Spanish word for Thursday  
Vienes ..... Spanish word for Friday  
Sabado ..... Spanish word for Saturday  
Domingo ..... Spanish word for Sunday  
Familia ..... Spanish word for family

RESOURCES/MATERIALS

- The Lizard and the Sun/La Lajarija y el y Sol* by Alma Flor Ada  
*Making Magic Windows* by Carmen Lomas Garza  
*In My Family/En mi Familia* by Carmen Lomas Garza  
*De Colores and Other Latin American Folk Songs for Children* by Jose-Luis Orozco  
White tissue paper  
Yellow tissue paper, or yellow construction paper  
Scissors  
Stencils of the sunburst from the book  
Writing paper

ASSESSMENT

After the children have completed the project, have them work independently on writing four to five sentences on why they think the sun was hiding and so tired. They should show knowledge of the story, imagination, and creativity in their writing piece. (For young students, have the buddies help them with their creation.)

## Lesson 6: **Gathering the Sun Dedicated to Cesar Chavez**

### **What will students be learning?**

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand that societies are diverse and have changed over time. (H3)

Students know and understand that characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

#### BENCHMARKS

Learners will recognize the needs, structures, and growth of plants.

Learners will listen to and understand a variety of materials.

Learners understand that print is an important and symbolic means of communication.

Learners will ask relevant questions and make thoughtful comments as they learn about topics of interest.

Learners will listen to and discuss classic and contemporary quality literature that reflects the human experience.

#### OBJECTIVES

Students will learn about the migrant way of life.

Students will learn about Cesar Chavez, migrant worker, leader, and political activist.

Students will learn new vocabulary and words from another culture.

Students will plant various flowers and vegetables.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Teacher-Directed Discussion

Writing

Hands-on Activity

Individual Presentation

#### PRELIMINARY LESSON PREPARATION

Check books out from the library that have pictures of Cesar Chavez. Hang the posters of Cesar Chavez in the classroom that you received in the bin.

### SPECIFIC

The book used in this lesson is dedicated to Cesar Chavez, leader and activist for migrant workers and farmers. The book has beautiful illustrations and describes the migrant workers and their lives. In this lesson it is important to share with the children the life of Cesar Chavez.

Cesar Chavez was born in 1927, the oldest of six children. His father was a hard-working man and he prospered until 1937 when they lost the farm and all their belongings. Still, Chavez remembers his childhood as having more happy memories than unhappy ones. His father was good to his children, often making them special toys. However, his mother was the one who kept the family together.

When they lost everything it was at the beginning of the depression, and to make matters worse, the Southwest was having a severe drought. In 1928, the Chavez family joined over 300,000 migrant workers who worked the crops in California. The migrant workers had no real home and had to travel the state, picking whatever was in season. They would live in dirty, cramped quarters, without bathrooms or electricity. Often they would live in the trucks they traveled in. The children would end up attending many schools, and the teachers and students would often be prejudiced against the migrant children. Cesar graduated from eighth grade, which was a true accomplishment for a migrant child.

As a young worker he noticed how the landowners took advantage of the migrant workers. He tried to encourage the workers to stand up for themselves, but they were afraid they would lose their jobs. He soon began to work for an organization that would hold meetings to tell migrants of their rights. Again, too many were afraid of losing their jobs. Eventually, he organized the National Farm Workers Union, their flag being a red background with a black eagle in a white circle. “La Causa” began! He organized boycotts of lettuce and grapes to stress the farm workers plight. Labor laws began to change, and his children soon joined him. As the book states, Chavez no longer lives, but his work goes on.

A special note about Ms. Ada—she wanted children to appreciate the value of different languages. That is why many of her books are written in English and Spanish. Her daughter, Rosalma Zubizarreta, has translated many of her stories, and is the collaborator on *Gathering The Sun: An Alphabet in Spanish and English*.

### ACTIVITIES

This lesson centers around *Gathering the Sun: An Alphabet in Spanish and English* by Alma Flor Ada. This book has beautiful illustrations and wonderful, meaningful poetic phrases for each letter of the alphabet. The book is dedicated to Cesar Chavez, and tells of the migrants and their lives. As you read the story, stop on each page and discuss the illustrations, the letter, and the phrase. Share the importance of the migrant worker in gathering food for our tables. Discuss the hardships of their lives and of their children. When you get to the page on Cesar Chavez, share the information from the specific and any other information you know. He is an important figure in the Latino culture and in the lives of the migrants.

After you have shared and discussed the books (this may take two days), have the children do their own “mini-farm.” Using Styrofoam egg cartons or six-pack bedding plant containers, have students plant a variety of vegetable seeds. To get them started right, poke holes in the bottom of the cartons and set in trays with water. After planting the seeds, cover the cartons with plastic wrap to make a mini-hothouse, set them in the window, and watch them grow.

VOCABULARY

Migrant .....	One who moves from region to region in search of work
Cesar Chavez .....	A migrant who became an activist for farm workers
Arboles .....	Trees
Betabel .....	Beet
Duraznos .....	Peaches
Estrellas .....	Stars
Flores .....	Flowers
Gracias .....	Thanks
Isla .....	Island
Jardin .....	Garden
Kiosco de crezas .....	Cherry stand
Lechuga .....	Lettuce
Lluvia .....	Rain
Nopal .....	Prickly pear
Nina .....	Girl
Orgullo .....	Pride
Pajaro .....	Bird
Amor .....	Love
Regar .....	Watering
Surco .....	Field row
Violetas .....	Violets
Zanahoría .....	Carrot

RESOURCES/MATERIALS

*Gathering the Sun: An Alphabet in Spanish and English* by Alma Flor Ada  
Egg cartons or bedding plant containers  
Seeds  
Potting soil  
Plastic wrap  
Trays  
Water  
Cesar Chavez Worksheet

ASSESSMENT

After the planting activity, give each student the Cesar Chavez Worksheet (see page 25). The lines provided are for students to write one important thing they learned about Cesar Chavez. The students should demonstrate knowledge gained from the material covered.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Exceeds expectations
3 .....	Basic knowledge exhibited
2 .....	Little knowledge exhibited
1 .....	No understanding

Name \_\_\_\_\_

## **Cesar Chavez Worksheet**

One important thing I learned about Cesar Chavez: \_\_\_\_\_

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One important thing I learned about a migrant worker: \_\_\_\_\_

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## Unit Assessment: “Family Trees”

How will students demonstrate proficiency?

### PERFORMANCE TASK

By the end of the unit students should have their family trees completed from the first lesson. Each child will share and explain their family heritage, and the importance of family structure. These will make a wonderful display for all to enjoy. Students will illustrate a scene from their favorite story in the unit, and orally present their illustration and one fact they learned about the author.

### ASSESSMENT

Use the rubric below to assess each student’s knowledge:

<u>Rubric Points</u>	<u>Description</u>
4 .....	Exceeds expectation of assignment
3 .....	Acceptable information on assignment
2 .....	Partially acceptable assignment
1 .....	Little or no information

## Bibliography

### Websites:

[http://www.sfsu.edu/~cecipp/cesar\\_chavez/cesarbio5-12.htm](http://www.sfsu.edu/~cecipp/cesar_chavez/cesarbio5-12.htm)

<http://www.eduplace.com/kids/hmr/mtai/ada.html> <Subhead>Books:

### Books:

Ada, Alma Flor. *A Rose With Wings*. Miami, FL, Santillana Publishing, Inc., 1993.

This lesson brings metamorphosis alive through a story about Gabriel and the delicate creature he chooses to care for and study.

Ada, Alma Flor. *A Surprise for Mother Rabbit*. Miami, FL, Santillana Publishing, Inc.

Mother Rabbit's children decide to surprise her by collecting the eggs. The collection they gather shows that each one is unique.

Ada, Alma Flor. *Dear Peter Rabbit*. Aladdin Paperbacks, NY, NY, 1997.

Letters are written between storybook characters like Little Red Riding Hood, the Three Pigs, Peter Rabbit, and more.

Ada, Alma Flor. *Gathering the Sun*. Rayo/Harper Collins, Publishers Inc., 1997.

A beautiful story of migrant life and Cesar Chavez through the alphabet in Spanish and English.

Ada, Alma Flor. *I Love Saturdays y domingos*. Athenum Books for Young Readers, NY, NY, 2002.

A child's perspective about her weekends with her grandparents, and the diversity of her families.

Ada, Alma Flor. *Olmo and the Blue Butterfly*. Laredo Publishing, Chicago, IL, 1992.

A young boy discovers a beautiful blue butterfly, and follows it using all methods of transportation.

Ada, Alma Flor. *The Lizard and the Sun/La Lagartija y el Sol*. Dragonfly Books, NY, NY, 1997.

The legend of the lizard and how he found the sun, which was hiding and asleep. Everyone realizes how important the sun is for energy, warmth, and light.

Day, Frances. *Latina and Latino Voices in Literature*. Heinemann Inc., Portsmouth, NH, 1997.

This book gives biographies on a various Latino authors and illustrators. It also gives brief description of each of their books or works.

Garza, Carmen Lomas. *A Piece of My Heart/Pedacito de mi Corazon*. The New Press, NY, NY, 1994.

A collection of her works of art, and stories of family and traditions depicted in these works.

Garza, Carmen Lomas. *Family Pictures*. Children's Book Press, San Francisco, CA, 1990.

Pictures and stories that depict the author's experiences growing up in Texas.

Garza, Carmen Lomas. *In My Family/En mi Familia*. Children's Book Press, San Francisco, CA, 1996.

A continuation of the author's works that describe family, traditions, and life growing up in Texas near the Mexico border.

Garza, Carmen Lomas. *Making Magic Windows*. Children's Book Press, San Francisco, CA, 1999.

A book describing the process of papel picado, or Mexican cut-paper art.

Tenorio-Coscarelli, Jane. *The Tamale Quilt*. 1/4-Inch Designs and Publishing, Murrieta, CA, 1998.

The story of a quilt that shows family and traditions through pictures.

Torres, Leyla. *Saturday Sancocho*. Farrar Straus Giroux, NY, NY, 1995.

Maria spends every Saturday making chicken sancocho, but one Saturday there are no eggs to make it with. Somehow they find a way.

**CD/Audiotapes/Books:**

Orozco, Jose-Luis. *De Colores and Other Latin American Folk Songs for Children*. Dutton Children's Books, NY, NY, 1994.

A beautifully illustrated book featuring songs for children in both English and Spanish. It is also available on CD or tape.

## About the Author

Deborah Francis received her Masters Degree in Curriculum and Instruction, specializing in creative arts, from Lesley University in Boston. Her Bachelor of Arts Degree in Early Childhood Education (with an emphasis in language arts) is from the University of Northern Iowa.

Deborah has taught Early Education in the Denver Public Schools for 14 years. Previously she taught kindergarten and second grade, and was the director of a daycare center for a Department of Defense mapping agency in Glen Echo, Maryland. She has written several units for the Alma Project, including:

- La Mariposa/Butterflies
- The Desert
- Easter/Spring Celebration
- From Corn to Tortillas
- The Cowboys/Vaqueros