



# Pat Mora: 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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*A Cultural Curriculum Infusion Model*

## Pat Mora: An Author Study

By Deborah J. Francis

Grades: ECE - 1st

Implementation Time: 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  
Metropolitan State College of Denver

Dr. Vincent C De Baca, Assistant Professor of History  
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Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish  
Latin American and Chicano Literature  
University of Denver

Dr. Arthur Leon Campa, Associate Professor of Anthropology  
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Dr. Brenda Romero, Assistant Professor of Ethnomusicology  
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations  
Department of Hispanic Studies  
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English  
Metropolitan State College of Denver

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

# Pat Mora: An Author Study

## Unit Concepts

- Authorship
- Biography of Pat Mora
- Genre of Pat Mora Literature
- Awards, Accolades
- Styles of Writing
- Family and Relationships
- Discovering Traditions

## 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 to their reading, writing, speaking, listening, and viewing. (RW4)

### Visual Arts

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

### 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)

### Geography

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

### 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)

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving problems. (M2)

### History

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

## Introduction

Pat Mora is an award-winning Latina author of children's poetry, nonfiction, and children's books. She was born in El Paso, Texas. Her grandparents came to the U.S. during the Mexican Revolution. She grew up in a bilingual home, and often writes her books in both languages. She does this to remind young readers that people speak in many different languages. Ms. Mora believes that speaking two languages doubles your value. Celebrating Dia de los Ninos (Children's Day) helps her spread the importance of books and reading/speaking in two languages. Ms. Mora lives in both Santa Fe, New Mexico, and the Cincinnati, Ohio, area. She has three grown children. Ms. Mora has received countless awards and accolades, including:

- The poetry fellowships from the National Endowment for the Arts
- Ohioana Award
- Southwest Book Awards
- Pellicer-Frost 1999 Bi-national Poetry Award
- Premio Aztlán Literature Award

Ms. Mora is also a consultant on U.S.-Mexico youth, museum director, and a university administrator.

## Implementation Guidelines

It is recommended that this unit be taught in early childhood, kindergarten, or first-grade classes. The content of this unit is intended to show the works of a Latina author, traditions, relationships, and lends itself to getting students involved in various writing genres.

## Instructional Materials and Resources

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

*Tomas Y La Senora De La Biblioteca* by Pat Mora  
*Pablo's Tree* by Pat Mora  
*Making Magic Windows* by Carmen Lomas Garza  
*The Bakery Lady* by Pat Mora  
*American Cultures for Children: Mexican American Heritage* (video)  
*Families of Mexico* (video)  
*Agua, Agua, Agua* by Pat Mora  
*Desert Dance* by Charlotte Armajor  
*A Piece of My Heart: The Art of Carmen Lomas Garza* by Carmen Lomas Garza  
*Listen to the Desert* by Pat Mora  
*The Desert is My Mother* by Pat Mora  
*Delicious Hullabaloo* by Pat Mora  
*Uno, Dos, Tres, One, Two, Three* by Pat Mora

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

**Lesson 1:**

*Tomas Y La Senora De La Biblioteca* by Pat Mora

Website: www.patmora.com

**Lesson 2:**

*Pablo's Tree* by Pat Mora

*Making Magic Windows* by Carmen Lomas Garza

**Lesson 3:**

*The Bakery Lady* by Pat Mora

Video: "American Cultures for Children: Mexican American Heritage"

Video: "Families of Mexico"

**Lesson 4:**

*Agua, Agua, Agua* by Pat Mora

*Desert Dance* by Charlotte Armajor

*A Piece of My Heart: The Art of Carmen Lomas Garza* by Carmen Lomas Garza

**Lesson 5:**

*Listen to the Desert* by Pat Mora

*The Desert is My Mother* by Pat Mora

**Lesson 6:**

*Delicious Hullabaloo* by Pat Mora

Mariachi tape or CD

**Lesson 7:**

*Uno, Dos, Tres, One, Two, Three* by Pat Mora

Tape or CD of Mexican music

## Lesson Summary

Lesson 1:	Pat Mora, the Author .....	5
	This lesson introduces the author Pat Mora through her book about Tomas and the library. It shows the importance of the library and how it can be a "friend" and resource for knowledge.	
Lesson 2:	<i>Pablo's Tree</i> .....	8
	Using the beautiful illustrations, students will create "papel picado" or Mexican cut-paper art.	
Lesson 3:	<i>The Bakery Lady</i> .....	10
	Using the story and videos, the children will become familiar with traditions and enjoy baking Mexican wedding cookies.	
Lesson 4:	A Desert Fable .....	13
	After being introduced to the cactus, the children will create their own classroom fable about the desert.	

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Lesson 5:	Poetry of the Desert.....	17
	Using these poetic stories, children will write various forms of poetry.	
Lesson 6:	Pachanga Deliciosa .....	20
	Based on the story <i>Delicious Hullabaloo</i> , create your own classroom hullabaloo, making a geometric desert creature, enjoying tasty tidbits, and enjoying mariachi music.	
Lesson 7:	A Visit to the Mercado.....	23
	Children will enjoy creating their own marketplace and selling their wares.	
Unit Assessment .....		26
	Children will illustrate their favorite Pat Mora story, sharing information learned.	

## Lesson 1: **Introducing Pat Mora, the Author**

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

Students read to locate, evaluate, and make use of relevant information from a variety of media, reference, and technological resources. (RW5)

#### BENCHMARKS

Learners will listen to and understand a variety of materials.

Learners will appreciate and know how to use books.

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

Learners will incorporate new vocabulary and concepts gleaned from books and other classroom learning experiences into their conversations and writing.

Learners will use reading, writing, listening, speaking, and viewing to learn about topics of personal interests.

Learners will learn to use a library to locate materials.

Learners will identify and investigate topics of personal interest.

#### OBJECTIVES

Students will be introduced to Latina author, Pat Mora.

Students will understand the terms “author” and “illustrator.”

Students will identify key characteristics of migrant people and explore their lifestyles.

Students will do research on their favorite topic in the library.

Students will learn how to use the library for research.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Visuals

Library Time with Assistance

#### PRELIMINARY LESSON PREPARATION

Have the librarian (possibly a week or two before) present a lesson on research. Because these are four-, five- and six-year olds, the “research” should be limited to basic information through picture books, storybooks, etc. Schedule time in the library with librarian assistance for the upcoming lesson.

### SPECIFIC

Share a brief biography about Pat Mora, particularly emphasizing that her mother took her children to the library on a regular basis. Books were a very important part of Ms. Mora's life as a child. Her mother always encouraged them to read and write, and was her first editor.

### ACTIVITIES

Read *Tomas Y La Senora de la Biblioteca* by Pat Mora. Introduce Ms. Mora as the author and give a brief biography (a picture of Ms. Mora is available on the Internet at [www.patmora.com](http://www.patmora.com)). Explain what an author does and the role of an illustrator. Have a basket of her books to share with the children and explain that you will be reading and exploring several of the books she has written.

Using *Tomas Y La Senora de la Biblioteca*, discuss the story, and the importance of the library in Tomas' life. Discuss the term "migrant" and how his family moved to support their lives. Share with students how the migrant workers help put food on our tables by working the fields. The library became a world of discovery for Tomas, and the librarian a friend in the land far from home. An important part of the discussion should be on Tomas Rivera, the man the book is based on and dedicated to.

Have each child write on a piece of paper a topic they would like to know more about. Take them to the library and have the librarian assist them in researching their topic. Have the children present what they have found, including the author and the illustrator. You may want to list on a large sheet of chart paper all of the topics that were presented or display the various books by topics for the class to explore.

### VOCABULARY

Migrant..... A person who moves regularly to find work (especially to harvest crops)  
Author ..... A writer of a piece of literature  
Illustrator ..... A person that creates the pictures for a piece of literature  
Tomas Rivera..... Son of a migrant, and a writer, professor, and administrator  
Pat Mora ..... Latina author

### RESOURCES/MATERIALS

*Tomas Y La Senora De La Biblioteca* by Pat Mora  
Chart paper  
A collection of books by Pat Mora  
Library and librarian

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**ASSESSMENT**

Using the child's presentation of their topic, check for understanding of an author and an illustrator, and other information learned. Use the following checklist:

	<b>Met</b>	<b>Not Met</b>
Can explain what an author does	<input type="checkbox"/>	<input type="checkbox"/>
Can explain what an illustrator does	<input type="checkbox"/>	<input type="checkbox"/>
Mastered vocabulary of the lesson	<input type="checkbox"/>	<input type="checkbox"/>
Follows library checkout procedures	<input type="checkbox"/>	<input type="checkbox"/>
Knows three facts about Pat Mora	<input type="checkbox"/>	<input type="checkbox"/>
Understands the contribution of migrant workers	<input type="checkbox"/>	<input type="checkbox"/>
Is able to get information using library resources	<input type="checkbox"/>	<input type="checkbox"/>

## Lesson 2: Pablo's Tree

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

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

#### BENCHMARKS

Learners listen to and understand a variety of materials.

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

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

#### OBJECTIVES

Students will learn more about Pat Mora and her literature.

Students will learn the concept of relationship and explore the grandparent aspect of their families.

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

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Visual Art Through Hands-on

#### SPECIFIC

Carmen Lomas Garza is a Chicana artist who was born in Texas near the Mexican border. From the time she was a young girl she wanted to be an artist. She has worked in a variety of media, such as oil on canvas, acrylic paint, lithographs, papel picado, and metal cut outs. She lives in California as a curator, writer, artist, and art instructor. You may want to share one of the following books by Carmen Lomas Garza:

*Family Pictures/Cuadros de familia*—recounts her growing up experiences in Texas

*In My Family/En Mi Familia*—a continuation of her family memories

*A Piece of My Heart/Pedacito de mi Corazon*—a compilation of her work

## ACTIVITIES

Review the author Pat Mora. Introduce her next book of study, *Pablo's Tree*. Briefly summarize the story and talk about the illustrations. In the book, the illustrator Cecily Lang uses the art of cut paper, or papel picado, to illustrate the story. Papel picado is the name for the traditional Mexican cut-paper art. Banderitas are large cut-paper banners that often hang in the town plazas or on buildings in Mexican towns. After reading the story, have the children make their own cut-paper designs. Use the book *Making Magic Windows* by Carmen Lomas Garza to show examples of cut-paper art. Using simple folds with white tissue paper, have the children experiment with cutting designs. When they have created a design they are satisfied with, hang them from a tree in the room that was created by using brown butcher paper, twisting it to resemble the trunk and branches. You might even have the branches "creep" across the ceiling or wall. The children will have created "Pablo's Tree."

## VOCABULARY

Papel picado ..... The Mexican tradition of cut paper  
Banderitas ..... Large cut paper banners  
Nieto grande ..... Big grandson  
Abuela ..... Grandmother  
Abuelo ..... Grandfather

## RESOURCES/MATERIALS

*Pablo's Tree* by Pat Mora

*Making Magic Windows* by Carmen Lomas Garza

One of the following by Carmen Lomas Garza: *Family Picture/Cuadros de mi familia*, *In My Family/En mi familia*, or *A Piece of My Heart/Pedacito de mi Corazon*

White tissue paper

Scissors

Preconstructed butcher-paper tree

## ASSESSMENT

As part of their assessment, have students explain their papel picado and the process they used to get the final product. Students should be able to explain the proper sequence of the activity. Then, using chart paper, have students list things that their grandparents do for them that they feel is very special, like what Lito did for Pablo. Check for understanding of the importance of family and traditions.

## Lesson 3: *The Bakery Lady*

### **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 use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving problems. (M5)

#### BENCHMARKS

Learners will understand attributes, units, and systems of measurement.

Learners will apply a variety of techniques, tools, and steps for determining measurements.

Learners will listen to and understand a variety of materials.

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

Learners will think and talk about the motivation, actions, and consequences experienced by characters in quality children's literature.

#### OBJECTIVES

Students will be introduced to the concept of family traditions through literary selections by Pat Mora.

Students will use the story to learn about dry and liquid measurement.

Students will explore their own family traditions through journal writing.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Measurement

Hands-on Cooking Project

Rebus Recipe

#### ACTIVITIES

Introduce the next Pat Mora story, *The Bakery Lady/La Senora de la Panderia*. The story is about a little girl who wants to be a baker like her abuela/grandmother. On the festival of the Three Kings, the little girl finds the baby that is hidden in a delicacy that is baked in the form of a ring. The tradition is that whomever finds the baby in their slice is the one chosen to bake the cookies for the next festival. She is thrilled because now she too can participate in the baking.

Following the story, discuss traditions that students may have in their families. (You may wish to view one of these videos to give children the feel of the importance of traditions in the Latino culture—“American Cultures for Children: Mexican American Heritage or “Families of Mexico.”) Talk about

special foods that may be served for family gatherings. Do they have any favorites? You may want to list these as part of a display for your unit of study. Using a rebus recipe, have students help make Mexican wedding cookies. Use this lesson to introduce or review kitchen measurement tools such as a cup and teaspoon. Have the children help measure, mix, roll, and dip. Everyone will enjoy these special treats.

#### VOCABULARY

Abuela ..... Grandmother

Panderia ..... Bakery

Tradition ..... The handing down of beliefs, customs, and information

Measure ..... To allot a certain proportion

#### RESOURCE/MATERIALS

*The Bakery Lady/La Senora de la Panderia* by Pat Mora

Rebus recipe (see page 12)

Ingredients for recipe

Chart paper

Video: "American Cultures for Children: Mexican American Heritage"

Video: "Families of Mexico"

Measuring cups and spoons, mixing bowl, cookie sheets

#### ASSESSMENT

To assess understanding, have the children write in their journals or in the daily writer's workshop about a family tradition they enjoy. (Use a writing conference for the child to explain what was written.) They may choose to bring a favorite family recipe or the actual dish to share. Check for punctuation, ideas presented in each sentence, and use of proper sentence structure.

## **Rebus Recipe: Mexican Wedding Cakes**

1 cup butter/margarine, softened  
1/2 cup confectioner's sugar  
1 teaspoon vanilla  
2-1/4 cups flour\*  
1/4 teaspoon salt  
3/4 cup finely chopped nuts

Preheat oven to 400 degrees. Thoroughly mix together the sugar, butter, and vanilla. Mix in the remaining ingredients until the mixture holds together. Shape into 1-inch balls and place on a cookie sheet. Bake 10-12 minutes or until set but not brown. While still warm, roll in powdered sugar. Cool and roll in sugar again. Makes about 4 dozen.

\*do not use self-rising flour

## Lesson 4: A Desert Fable

### 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 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 become familiar with new terminology.

Learners will experience quality literature in a variety of ways.

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

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

#### OBJECTIVES

Students will be introduced to various literary terms, mainly the components of fables.

Students will learn about various types of cactus and where they grow.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Charting

Sequencing

#### PRELIMINARY LESSON PREPARATION

Make copies of the Saguaro Cactus Growth Cycle worksheet.

#### ACTIVITIES

Read *Agua, Agua, Agua* by Pat Mora. How did the crow solve the dilemma of getting water to drink? Share with the children that this is an Aesop's fable that Ms. Mora has retold. Discuss with the students what a fable is—a fictitious narrative where oftentimes animals speak and the supernatural can happen. Share the story *Desert Dance* by Charlotte Armajo. Discuss the animals in the story and talk about the plants. Do they know the names of the plants? Share with the students the various kinds of cactus (prickly pear, hedgehog, pincushion, cholla, organ pipe, barrel cactus, etc.). You may want to share paintings of Carmen Lomas Garza, "Grandparents Cutting Cactus" and "Prickly Pear," from the book, *A Little Piece of My Heart*.

Share some general information about cacti:

- Found in dry areas
- They need little moisture
- Their stems act like a sponge and soak up rain whenever possible
- They are made of a plump stem and “arms” with a woody outer layer
- More than one is called cacti
- They have areoles which are small pit-like areas that keep the heat out and moisture inside
- They have spines or hair that act like shades
- Animals don’t eat them because of their spines
- They have short roots

Share with students specific facts about the saguaro cactus:

- It takes many years for them to grow
- Some grow to be more than 250-years old
- It is the largest type of cactus in the world—they can grow as big as 50 feet
- Its fruit is red and is harvested in early summer (makes delicious jelly)
- The saguaro grows in the Sonoran Desert of Arizona
- The saguaro flower is the state flower of Arizona
- It will be almost 50 years old before it grows its first arm
- If a saguaro has more than one “arm” it is probably 100- to 150-years old

Using the information they have been given, have students choose a desert animal and prepare to write a class fable on the interaction between the animal and a cactus. Review what a fable is and have the class choose a situation for the interaction. Using students as illustrators, publish your class fable.

#### VOCABULARY

Cactus ..... Fleshy stump with spines that grows in dry, harsh lands

Prickly pear..... A type of cactus

Hedgehog..... A type of cactus

Cholla ..... A type of cactus

Pincushion ..... A type of cactus

Organ pipe ..... A type of cactus

Barrel ..... A type of cactus

Saguaro ..... The largest type of cactus in the world

Fable..... A fictitious narrative where animals speak and the supernatural can happen

#### RESOURCES/MATERIALS

*Agua, Agua, Agua* by Pat Mora

*Desert Dance* by Charlotte Armajor

Chart paper

Saguaro Growth Cycle worksheet


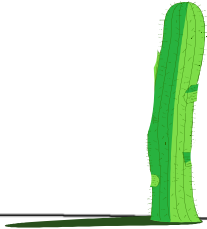
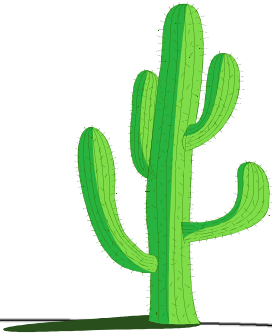
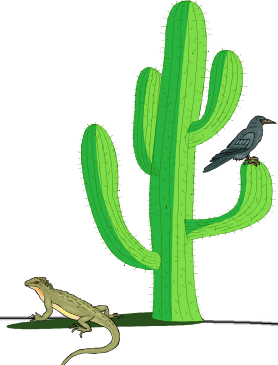

*A Piece of My Heart: The Art of Carmen Lomas Garza* by Carmen Lomas Garza (a collection of art)

#### ASSESSMENT

Review the saguaro cactus and its growth cycle. Using the Saguaro Growth Cycle worksheet, check for knowledge by having each student work individually complete the activity. When students have completed the task, have them individually meet with you to orally explain the growth cycle.

## Saguaro Growth Cycle Worksheet

TEACHER: Make copies of this page and cut apart. Have students place the pieces into the proper sequence of the saguaro growth cycle.

 <p>The saguaro cactus starts as a black seed.</p>	 <p>The sprout grows into a stem.</p>
 <p>It takes many years for the stem and arms to grow.</p>	 <p>Animals and birds love the cactus.</p>
 <p>The seed becomes a sprout.</p>	

## Lesson 5: **Poetry of the Desert**

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

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)

#### BENCHMARKS

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

Learners will listen to and understand a variety of materials.

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

Learners will incorporate new vocabulary and concepts gleaned from books and other classroom learning experiences into their conversations and writing.

Learners will tell imaginative stories and retell familiar ones for a variety of purposes and audiences.

Learners will demonstrate increased understanding of the conventions of written language and use increasingly conventional marks.

#### OBJECTIVES

Students will become familiar with Pat Mora's poetry writing for which she is known.

Students will experience and participate in the writing of poetry.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Modeled Writing

Shared Writing

#### PRELIMINARY LESSON PREPARATION

Make copies of the Desert Poetry worksheet. On a piece of chart paper, draw two columns and write "Listen to the Desert" in the first column so that the children can visually see how the story repeats.

### SPECIFIC

Share with the children that Pat Mora is an award-winning poet, and uses her poetry to describe the beauty, sounds, and creatures of the desert.

### ACTIVITIES

Read *Listen to the Desert* by Pat Mora. Discuss Ms. Mora's importance as a renowned Latina poet for children. Discuss the various desert creatures, their names, and the sounds they make. Share with the students the illustrations, the fact that they are made of colorful geometric shapes, and that the illustrator is Ms. Mora's relation. Using the prepared chart paper, have the children participate in the writing of a similar poetic story using creatures and sounds from the ocean, zoo, or farm.

Follow this activity by sharing *The Desert is My Mother*, another of Pat Mora's poetic stories that describes how the desert provides comfort, food, and life. Again using chart paper, do a shared writing of a poem titled, "My Mother." Use the phrases from the book such as "I say tease me," "I say feed me," etc., and have the children provide the following phrase as in the book. Have the children add illustrations of their mothers and display in a poetry corner.

### VOCABULARY

Poetry ..... A writing that describes an emotion or awareness through sound, meaning, and rhythm

Acrostic ..... Type of poetry using descriptive words

### RESOURCES/MATERIALS

*The Desert is My Mother* by Pat Mora

*Listen to the Desert* by Pat Mora

Several prepared pieces of chart paper

DESERT Poetry worksheet

### ASSESSMENT

Give students the Desert Poetry worksheet to complete as homework. Children will fill in the phrases and illustrate with help from their parents. Please stress that children should use their own words. Check for appropriate words/phrases. Have the children share their finished products with the class.

## Desert Poetry Worksheet

Parent/Guardians: Help your child complete this worksheet. Next to each letter, write a short sentence, in their words, beginning with that letter describing something about the desert. In the space on the right, have your child add an illustration to go with the sentence.

**D** \_\_\_\_\_

**E** \_\_\_\_\_

**S** \_\_\_\_\_

**E** \_\_\_\_\_

**R** \_\_\_\_\_

**T** \_\_\_\_\_

## Lesson 6: “Pachanga Deliciosa”

### What will students be learning?

#### STANDARDS

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

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

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving problems. (M2)

#### BENCHMARKS

Learners will recognize pattern sequences of two or three geometric shapes, designs, or numbers.

Learners will extend simple pattern sequences of two or three geometric shapes, designs, or numbers.

Learners will listen to and understand a variety of materials.

Learners will create a visual work of art.

#### OBJECTIVES

Students will learn about various geometric shapes.

Students will use geometric shapes and patterning to create a desert creature.

Students will experience music and foods from a different culture.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Hands-on Art/Math Activity

Group Discussion

Tasting Activity

Music

#### PRELIMINARY LESSON PREPARATION

Cut a variety of geometric shapes from brightly colored construction paper. Cut food (mangoes, cilantro, tomatoes, Bing cherries, salsa, and chips) for tasting. Involve the parents of your students by sending home the materials and asking for food donations.

#### ACTIVITIES

Share the book *Delicious Hullabaloo*. Discuss that this is another of Ms. Mora’s poetic stories. In this poem that is in both English and Spanish, lizards, armadillos, and other creatures of the night party under a desert moon while enjoying mariachi music and “gobbling” food. Discuss with the children the brightly colored creatures and how they are made of patterns, and these patterns are made of geometric

shapes. Now, create your own hullabaloo! Have each child create a desert creature on black construction paper using a variety of precut colored geometric shapes. Be sure to stress that they need to create a pattern in their creature. While they are working, share delicious treats of mangoes, cilantro, tomatoes, bing cherries, salsa, and tortilla chips). These were some delights that were eaten in the story. (Again, use that parent involvement!) Be sure to play mariachi music to keep the party atmosphere.

An additional activity would be to create paper-mache desert creatures and to paint with bright-colored paints—this could be an extension for the art teacher.

#### VOCABULARY

Mangoes ..... A yellowish-red tropical fruit

Cilantro ..... Herb spice

Hullabaloo ..... A wild party, uproar

Armadillo ..... A nocturnal animal whose head and body is encased in an armor-like shell

Lizard ..... Reptile with four legs and a tapering tail

Mariachi ..... Type of Mexican music/band

Salsa ..... Sauce

#### RESOURCES/MATERIALS

*Delicious Hullabaloo* by Pat Mora

A multitude of brightly colored, precut geometric shapes

Sheets of black construction paper

Tape/CD of mariachi music

Mangoes, cilantro, salsa, bing cherries, chips, tomatoes (cut in bite-size pieces)

Tortilla chips

Shapes worksheet

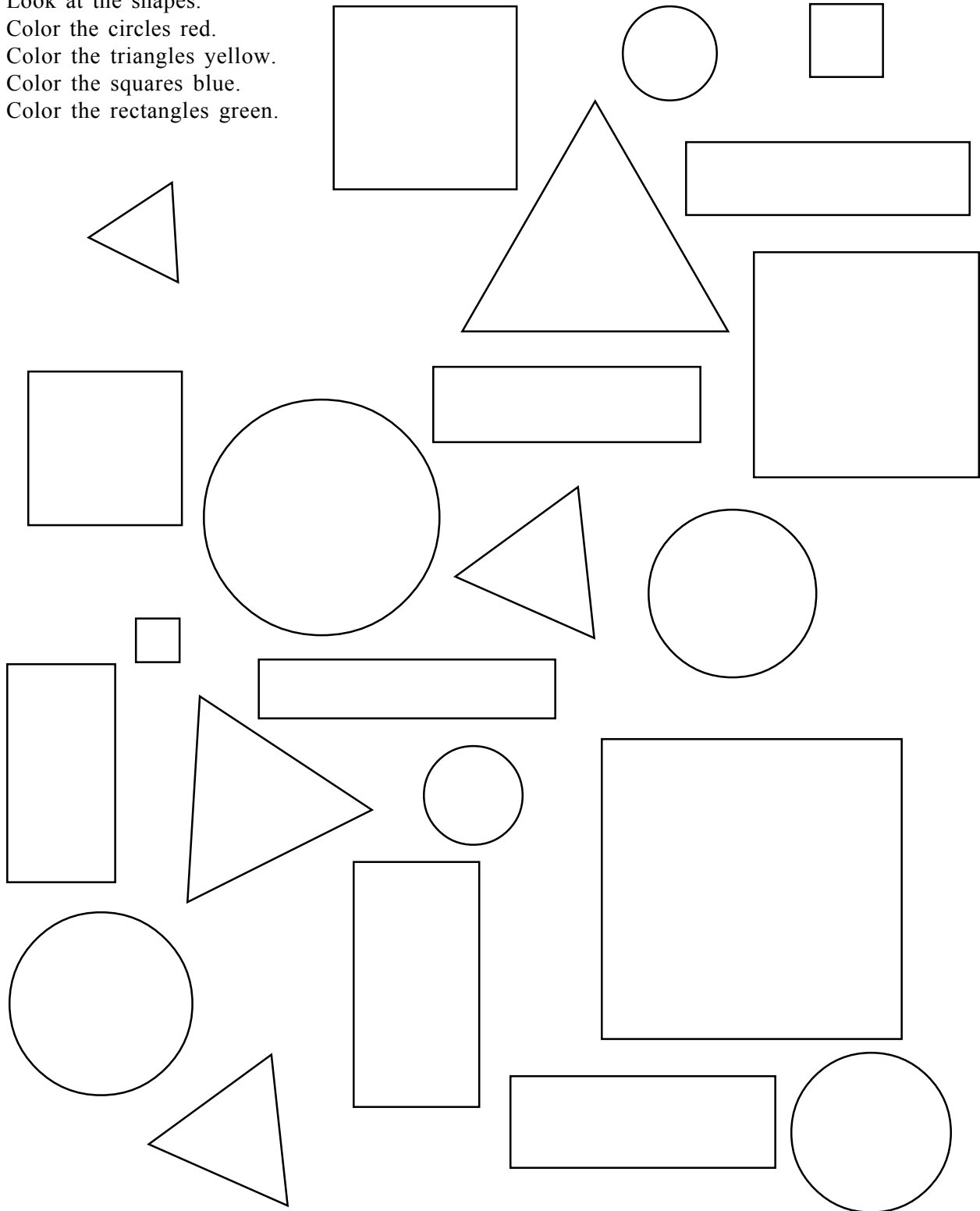
#### ASSESSMENT

Check for knowledge of shapes and patterns by having each child share their creation and explain the shapes and pattern they used. Use the Shapes worksheet for the children to complete to assess knowledge of their shapes.

Name \_\_\_\_\_

## Shapes Worksheet

Look at the shapes.  
Color the circles red.  
Color the triangles yellow.  
Color the squares blue.  
Color the rectangles green.



## Lesson 7: A Visit to the Mercado

### What will students be learning?

#### STANDARDS

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

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)

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

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

#### BENCHMARKS

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

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

Learners will use mathematical vocabulary and concepts to investigate topics of interest.

#### OBJECTIVES

Students will participate in buying and selling at a “market.”

Students will become familiar with the mercado.

Students will learn to count in Spanish from 1 to 10.

Students will be introduced to the value of money using play money.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Chart

Interaction

#### PRELIMINARY LESSON PREPARATION

Prepare a chart of the numbers 1 to 10 in both English and Spanish to display in the classroom and make enough copies of the Counting in English and Spanish Worksheet for each student.

Introduce the concept of money and teach students about the concepts of buying and selling.

#### ACTIVITIES

Read the story *Uno, Dos, Tres, One, Two, Three* by Pat Mora. This is a colorful story about two young girls going to the market to find gifts for their mother’s birthdays. Share the characteristics of a mercado or market with the children. Talk about how almost every village in Mexico has one, and that it is often a meeting place for socializing, bartering, selling, or buying of crops, and miscellaneous items. Many of

the items are crafts and handiworks of art. Discuss the 23 items that are represented for each number in the book. Talk about the colorful atmosphere, the smells of delicious foods, and the music they would hear. As a support you may wish to show the video “Families of Mexico,” or “American Cultures for Children: Mexican-American Heritage.” Have the children set up their own “mercado.” Be sure to inform the parents of your plans for their help and support.

Let the children decorate the classroom with bright-colored art, and have music of the Mexican culture ready to play. The children may bring items (small items from home) they would like to trade or sell, and they may create artwork or crafts to sell also. The children can mark the items with set amounts, but have them ready to barter! Set up “booths” or tables with the items and invite another classroom to attend. Instead of money, have sandwich bags with lima beans for bartering or buying. As students enter, give them a bag of beans and let the market begin! The class might also offer a booth with cookies or treats to sell since food is a major part of the mercado.

### VOCABULARY

- Uno ..... Spanish word for one
- Dos ..... Spanish word for two
- Tres ..... Spanish word for three
- Quatro ..... Spanish word for four
- Cinco ..... Spanish word for five
- Seis ..... Spanish word for six
- Siete ..... Spanish word for seven
- Ocho ..... Spanish word for eight
- Nueve ..... Spanish word for nine
- Diez ..... Spanish word for ten
- Mercado ..... Spanish word for market
- Feliz cumpleaños ..... Spanish words for “Happy Birthday”

### RESOURCES/MATERIALS

- Uno, Dos, Tres One, Two, Three* by Pat Mora
- Chart of the numbers in English and Spanish
- Counting in English and Spanish Worksheet
- Items children can bring to sell
- Crafts and artwork of the children to sell
- Families of Mexico* (video)
- American Cultures for Children: Mexican-American Heritage* (video)
- Bag of lima beans to use instead of play money and sandwich bags to put them in

### ASSESSMENT

A major component of the story is the numbers 1 through 10 in Spanish. Using a chart that can be displayed in the classroom, teach the children the numbers in Spanish, having the numbers in both English and Spanish. As an evaluation, have each child complete the Counting in English and Spanish Worksheet.

Name \_\_\_\_\_

## Counting in English and Spanish Worksheet

Draw sets of objects to match each number. For example: Two =  $\triangle \triangle$

Examples of objects to draw:  $\blacklozenge \triangle \bullet \blacksquare \text{😊} \square \bigcirc \nabla \blacktriangle$

Spanish	English	Draw Symbols
uno	=	=
dos	=	=
tres	=	=
cuatro	=	=
cinco	=	=
sies	=	=
siete	=	=
ocho	=	=
nueve	=	=
diez	=	=

## Unit Assessment

### How will students demonstrate proficiency?

#### PERFORMANCE TASK

Display all the books by Pat Mora that you have used. Have the children review each story. Using white construction paper, have each child illustrate his or her favorite book. On a separate sheet of penmanship paper children will explain why they liked that particular story. At the same time they need to be able to communicate one thing about the author that they learned, or one thing they liked about the books she wrote. Again, use your writing conference time to have the children orally give information and explanations.

Rubric Points	Description
5 .....	Proficient knowledge is shown
4 .....	Above-average knowledge is shown
3 .....	Basic knowledge is shown
2 .....	Some knowledge is shown
1 .....	Little or no knowledge is shown

## Bibliography

### Videos:

*American Cultures for Children: Mexican American Heritage*, Schlessinger Video Production, 1997.  
*Families of Mexico, Families of the World*, Master Communications, 2001.

### Books:

Armajor, Charlotte. *Desert Dance*, Foresman Scott and Company, Glenview, IL (printed in Mexico), 1994.

Story written in chant form about the desert animals “dancing” under the harvest moon.

Day, Frances Ann. *Latina and Latino Voices in Literature: for Children and Teenagers*, Heinemann, Portsmouth, NH, 1997.

This book contains a collection of 23 Latina and Latino authors with a mini-biography on each one and a list of the books, etc. that they have written/produced.

Garza, Carmen Lomas. *A Piece of My Heart: The Art of Carmen Lomas Garza*, The New Press: New York, 1991.

Book describes and displays Ms. Garza’s artwork.

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

Book describing papel picado, or Mexican cut-paper art.

Garza, Carmen Lomas. *Family Pictures/Cuadros de familia*, Children’s Book Press, San Francisco, CA, 1990.

Book describes the author’s childhood memories growing up in Texas and uses her paintings to depict these memories.

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

Book continues with the author’s memories of family and growing up.

Mora, Pat. *Agua, Agua, Agua*, Good Year Books, Glenview, IL, 1994.

An Aesop’s fable retold.

Mora, Pat. *Delicious Hullabaloo*, Piñata Books, Houston, TX, 1998.

Desert creatures party and “gobble” delicious treats under the moon.

Mora, Pat. *Listen to the Desert*, Clarion Books, New York, 1994.

A bilingual poem that describes the sounds of desert creatures.

Mora, Pat. *Pablo’s Tree*, Simon and Schuster, New York, 1994.

Every year on his birthday, a young Hispanic boy can’t wait to see how his grandfather has decorated the tree he planted on the day the boy was adopted.

Mora, Pat. *The Bakery Lady/La Senora de la Panderia*, Piñata Books Arte Publico Press, Houston, TX, 2001.

Monica, who wants to be a baker like her grandmother, finds the baby hidden in a piece of cake and gets to bake the cookies for the next festival.

Mora, Pat. *The Desert is My Mother*, Piñata Books Arte Publico Press, Houston, TX, 1994.

A poetic description of the desert as the comfort of a mother.

Mora, Pat. *Tomas Y La Senora de la Biblioteca*, Dragonfly Books, New York, 1997.

Tomas, whose family are migrant workers, finds a world away from home in the local library.

Mora, Pat. *Uno, Dos, Tres, One, Two, Three*, Clarion Books, New York, 1996.

Rhyming text shows two girls going to the market in search of birthday presents for their mother.

## 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 the 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