



# Alma Flor Ada: Latina Author

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*

# Alma Flor Ada: Latina Author

By Tanja Hogan

Grades: 2-3

Implementation Time: 4 weeks

Published 2002

Denver Public Schools, Denver, Colorado

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  
Adjunct Professor of Chicano Studies  
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish  
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University of Denver

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Dr. Brenda Romero, Assistant Professor of Ethnomusicology  
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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>		
Contributing Author	Topic	School
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
Dorotha 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 Villescascas	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 Villescascas	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: Latina Author

## Unit Concepts

- Ethnic pride
- Folktales
- Role Models: Cesar Chavez
- Life Cycles: Butterfly
- Essential Values
- Harvest
- Role modeling
- Civil rights
- Struggle

## 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. (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)

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

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

### History

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

### Science

Students know and understand interrelationships among science, technology, and human activity in the past, present, and future and how they can affect the world. (S5)

### Geography

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

### Visual Arts

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

## Introduction

Alma Flor Ada has mastered the art of storytelling. Growing up in Cuba, she was surrounded by family members who loved to tell stories. Her Uncle Tony liked to tell stories and always included himself as one of the characters. Her father would tell stories that he invented to explain what he knew about the history of the world. Her grandmother, Abuelita Lola, was able to make history come alive by telling her stories of the struggles of Cubans for freedom. This had great significance in their family because they lived in a house called, La Quinta Simoni, that was owned by the Simoni family. One of the two daughters was Amelia who married Ignacio Agramonte, one of the Cuban patriots who fought to gain independence and freedom for all who lived in Cuba. Knowing this history about the place that she was born in, on January 3, 1938, made her very proud of her home.

As a child she was quiet and very curious. She loved to spend hours in nature by herself watching leaping frogs, funny tadpoles, turtles, dragonflies, egrets, and cranes. Many of these animals were inspirations for characters in her stories. Her grandmother taught her how to read before she was three by writing the names of plants and flowers on the earth with a stick. She loved to read books high in the branches of a tree by her house.

Her inspiration for writing books is to share some feelings that she had as a child, “the joy, the excitement, the surprise.”

Her books told through folktales, fantasy, realistic fiction, or retelling of traditional stories, include topics such as identity, making the right decisions, being proud of who you are and where you came from, helping those in need, working together, and ways to improve the world around us.

She has written two autobiographies: *Under The Royal Palms: A Childhood In Cuba* (for which she won the Pura Belpre Award) and *Where The Flame Trees Bloom*, which offer inspirational stories for readers about her childhood in Cuba. She has lived in Cuba, Spain, Peru, and the United States.

She is a professor at the University of San Francisco, and also directs the Center for Multicultural Literature for Children and Young Adults at the University. She was also the founder and First Editor-in-Chief of the *Journal of the National Association for Bilingual Education*. She has worked in school districts with children, teachers and parents.

Alma Flor Ada believes that language is essential for understanding the world and it is one of the most important creations of mankind and the human spirit. A person who speaks different languages has a better understanding of humanity and is able to have different viewpoints.

Her books are all available in English and Spanish. Her daughter Rosalma has done the translations for many of the books. Alma has four children and three grandchildren.

## Implementation Guidelines

It is recommended that this unit be taught in second or third grade as an author study unit that incorporates language arts, social studies, science, history, and art. Students will be working in cooperative groups for some activities and in pairs for others. Some preteaching on the principles of cooperative learning and/or cooperative learning groups.

A computer with Internet access will be necessary to print the steps for how to write a folktale and the online certificates.

If you are unfamiliar with Alma Flor Ada, it is recommended that you read the student books listed in the

bibliography before teaching the unit. To get a better understanding of her life growing up in Cuba, please read *Under The Royal Palms: A Childhood In Cuba* and *Where The Flame Trees Bloom*. Reading these stories will help you to understand why she wrote some of her books.

This comprehensive unit of study is comprised of seven English language development standards for the elementary grade level. The ELA Standards are included so this unit can effectively be taught to ELA students. Beginning with reading, key objectives have been incorporated into the lessons in order to strengthen and expand the scope of implementation of the literary works of Alma Flor Ada.

**Reading:** (seven objectives are addressed)

*Focus on Reading Enjoyment (7)*

*Interact with grade-appropriate English print for meaning (13)*

*Orally participate with predictable books and patterns in books (15)*

*Demonstrate text comprehension through illustration (16)*

*Use pictures or patterns to retell a story (17)*

*Express opinion and/or connection to personal experience (18)*

*Respond to picture books, predictable pattern/book, and language experience stories (19)*

**Writing:** (five objectives are addressed)

*Use English written communication to communicate meaning (1)*

*Begin to communicate in writing through picture stories, captions, pattern poetry, and repetitive pattern stories (3)*

*Comprehend the usage and spelling of basic vocabulary, including sight words (5)*

*Identify and begin to use basic English sentence patterns (e.g. subject/verb, noun/adjective order; negative sentences; question formation; use of do/does/did in questions, answers, negatives) (10)*

**Speaking:** (five objectives are addressed)

*Understand and respond to simple requests and questions (3)*

*Participate in oral group activities (e.g., scripted plays, memorized dialogues, songs, chants, story retelling) (6)*

*Demonstrate an understanding of vocabulary through physical responses (9)*

*Begin using correct punctuation and intonation by repeating words and phrases (10)*

*Name descriptive characteristics of people, places, and objects (12)*

*Develop use of English sentence patterns and grammar (14)*

*Use oral language to express feelings using visuals and other nonverbal cues (15)*

**Composition and Writing Conventions:** (three objectives are addressed)

*Write simple paragraphs using a single topic and appropriate indenting (11)*

*Use standard writing conventions, including people, places, events, and vocabulary, both familiar and unfamiliar (12)*

*Recognize organizational skills for writing (13)*

**Literature:** (two objectives are addressed)

*Respond to picture books, predictable/pattern books, and language experience stories (19)*

*Identify story elements, (e.g. characters, setting, plot) (20)*

**Vocabulary:** (two objectives are addressed)

*Comprehend the usage and spelling of basic vocabulary, including sight words (5)*

**Grammar:** (four objectives are addressed)

*Begin to use basic verb tenses (7)*

*Begin to write frequently used verbs (8)*

*Recognize and use basic language patterns and structure (9)*

*Identify and begin to use basic English sentence patterns (10)*

## **Instructional Materials and Resources**

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

*Friend Frog* by Alma Flor Ada

*Under The Royal Palms: A Childhood in Cuba* by Alma Flor Ada

*Serafina's Birthday* by Alma Flor Ada

*Where the Flame Trees Bloom* by Alma Flor Ada

*The Gathering Sun* by Alma Flor Ada

*The Fight in The Fields: Cesar Chavez and the Farmworkers Movement* by Susan Ferris and Ricardo Sandoval.

*The Gold Coin* by Alma Flor Ada:

*A Rose With Wings* by Alma Flor Ada

*Dear Peter Rabbit* by Alma Flor Ada

*Yours Truly, Goldilocks* by Alma Flor Ada

*With Love, Little Red Hen* by Alma Flor Ada

*The Rooster Who Went To His Uncle's Wedding* by Alma Flor Ada

*The Lizard and the Sun* by Alma Flor Ada

*Half-Chicken* by Alma Flor Ada

*The Three Golden Oranges* by Alma Flor Ada

*Friends/Amigos* by Alma Flor Ada

*Jordi's Star* by Alma Flor Ada

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

**Lesson 1:**

*Friend Frog* by Alma Flor Ada

*Under The Royal Palms: A Childhood in Cuba* by Alma Flor Ada

World Map

Picture of Alma Flor Ada

Chart paper

Basket, Jar or Bag

Worksheet: A Friend I Admire

**Lesson 2:**

*Serafina's Birthday* by Alma Flor Ada

*Where The Flame Trees Bloom* by Alma Flor Ada

Worksheet: Story Summary

**Lesson 3:**

*The Gathering Sun* by Alma Flor Ada

*The Fight In The Fields: Cesar Chavez and the Farmworkers Movement* by Susan Ferris and Ricardo Sandoval.

Picture of Cesar Chavez and migrant farmworkers

Poster of Cesar Chavez

**Lesson 4:**

*The Gold Coin* by Alma Flor Ada:

*A Rose With Wings* by Alma Flor Ada

Poster of the stages of the butterfly

Worksheet: Character Analysis

Worksheet: The Life Cycle of the Butterfly

Butcher Paper

**Lesson 5:**

*Dear Peter Rabbit* by Alma Flor Ada

Poster for Letter Writing

Chart Paper

*Yours Truly, Goldilocks* by Alma Flor Ada

*With Love, Little Red Hen* by Alma Flor Ada

Stationary for letter writing

Envelopes

List of Addresses for the Different Characters

**Lesson 6:**

*The Rooster Who Went To His Uncle's Wedding* by Alma Flor Ada

*The Lizard and the Sun* by Alma Flor Ada

Pictures of real native tunics and headdresses

*Half-Chicken* by Alma Flor Ada

Internet Pages of How To Write A Folktale

Lined paper for students to write their final copy

Worksheet: How To Write A Folktale

**Lesson 7:**

*The Three Golden Oranges* by Alma Flor Ada

Worksheet: Trabajando Juntos/Working Together

Butcher Paper

Math manipulatives (counters, cubes, tiles)

**Lesson 8:**

*Friends/Amigos* by Alma Flor Ada

Paints

Crayons, Markers, Pastels

Scissors

Glitter

Construction Paper

Fabric

Buttons

**Lesson 9:**

*Jordi's Star* by Alma Flor Ada

Milk cartons

Crayons, markers, pencils

Glitter

Fabric

Construction Paper

Buttons

Straws

Anything that can be put on a milk carton

Butcher Paper



## Lesson Summary

Lesson 1:	A Storyteller Is Born ..... 8 Students are introduced to Latina writer, Alma Flor Ada, and learn why she chose to become an author. Students will read <i>Friend Frog</i> by Alma and engage in a writing activity that will help students understand the concepts of friendship and admiration.	8
Lesson 2:	The Gift of Storytelling ..... 12 Students will learn the concept of storytelling and why stories have been told for decades. Family stories retold by Alma Flor Ada are the focus of this lesson.	12
Lesson 3:	Migrant Farm Workers ..... 15 Students are introduced to the contributions of Cesar Chavez to the farm workers. Concepts such as role modeling, harvest, civil rights and migrant farm workers are the backbone of this lesson. This is an excellent lesson for teaching students how the struggles of others pave the way for those who follow.	15
Lesson 4:	Changing Through Hard Work ..... 18 Students are introduced to two literary selections by Alma Flor Ada, <i>The Gold Coin</i> and <i>A Rose With Wings</i> . This lesson focuses on character analysis and the life cycle of the butterfly.	18
Lesson 5:	Writing A Friendly Letter ..... 22 Learning to write a friendly letter is the focus of this lesson. Students will speak to the story characters through the letters.	22
Lesson 6:	Folktales, Folktales and More Folktales! ..... 24 The elements of folktales are emphasized in this lesson as students compose their own folktales. A variety of the author's folktales are part of this great lesson.	24
Lesson 7:	Trabajando Juntos ..... 29 Students will read <i>The Three Golden Oranges</i> , which retells the traditional Spanish folktale Blancaflor. The importance of working together is the focus of this lesson.	29
Lesson 8:	A World Free of Discrimination ..... 33 This lesson centers on the concepts of discrimination, appreciation and beauty of individual and group differences. Students will do an art project showing what their world will look like if it was free of discrimination.	33
Lesson 9:	Beauty Is All Around Us ..... 35 Using <i>Jordi's Star</i> we will discuss the things that we can do to make the world a better place to live in. In groups students will devise ideas on how to make their classroom, school, and home a better place, and then share them with the class.	35

## Lesson 1: **A Story Teller Is Born**

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

#### STANDARDS

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

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

#### BENCHMARKS

Students will use comprehension strategies.

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

#### OBJECTIVES

Students will demonstrate what they have learned by contributing facts to a class poster.

Students will understand the author's purpose for writing the book.

#### SPECIFICS

Alma Flor Ada wrote this book because she has felt the same way as the character Field Mouse. He is not good at many things that others find it easy to do. Alma Flor Ada admires her friends who can sing, play instruments, compose music, paint, dance and who excel in many ways. She says it is good to know that, like Field Mouse, she can offer a true friendship. The illustrator for this story wanted to be accurate with the mouse drawing, so she went to the pet store and got a little mouse which she observed as she sketched.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Questioning

Connections (Text-to-self, to-text, and to-world)

Predicting

#### PRELIMINARY LESSON PREPARATION

Get a piece of chart paper and write What We Know About Alma Flor Ada so we can keep an ongoing list of facts that we learn.

Have each student write his or her name on a piece of paper and fold it and put it into a basket.

Make copies of "A Friend I Admire" worksheet.

#### ACTIVITIES

We are going to start an author study on Alma Flor Ada. She is a bilingual writer that means that she writes books in English and Spanish. Here are some pictures of what she looked like as a little girl and what she looks like now. (Show pictures of her from the different books). She grew up in Cuba. (Show students where Cuba is on the map and then show them where our state is). Growing up she loved to listen

to stories and she would spend hours in nature by herself watching all the different animals. Her grandmother taught her how to read before she was three years old by writing the names of plants and flowers on the earth with a stick. She loved to read books high in the branches of a tree by her house. The reason that she writes books is to share some feelings that she had as a child. The characters in her books are sometimes based on people she knows and respects. The first book we are going to read is a book about a little Field Mouse and a problem that he has. Does anybody know what it means to admire a person? It means to really like, or wish to be like someone. In the book one of the characters really admires another character. As I am reading think about what it is that he admires. Alma Flor Ada has felt how Field Mouse feels in the story. Read *Friend Frog* to the students. Let them share connections they make as you are reading. Stop on the page where the shadow appears and let students predict what it is, and what is going to happen, and whether they think Field Mouse will do something at this point. At the end of the reading, have a discussion on why Field Mouse was a good friend, what things Field Mouse admired about Frog, and have everyone think of something that they weren't good at that they wished they could do. Share it with their friend and share a few with the class. Teacher should share something too!

Now each of you is going to pick a name from the basket and write one thing you admire about the person whose name you picked. I am going to show you how to do this by filling out the worksheet on another teacher that I admire. Students will work on worksheet and then turn it in. The next day you can pass them out to who they wrote it for. Finally, students will tell you the facts that they have learned so far about Alma Flor Ada and we will keep adding them to our poster.

#### VOCABULARY

Admire ..... To really like or wish to be like someone.

Extraordinary ..... Very unusual.

#### RESOURCES/MATERIALS

Chart paper/marker

Pictures of Alma Flor Ada from *Where The Flame Trees Bloom* or *Under The Royal Palms* by Alma Flor Ada

Crayons

Worksheet: A Friend I Admire

*Friend Frog* by Alma Flor Ada

Papers so children can write their names

Basket, Jar or Bag to put names in.

### ASSESSMENT

Each student should have completed the worksheet A Friend I Admire. Use the grading rubric below to assess each student.

Rubric Points	Description
4 .....	Student clearly understands the meaning of the word admire. There are fewer than two spelling or punctuation errors. The student's picture matches what they wrote.
3 .....	Student understands the meaning of the word admire. There are no more than three spelling or punctuation errors. The student's picture matches what they wrote.
2 .....	Student has some understanding of the word admire. There are no more than four spelling or punctuation errors. The student's picture matches what they wrote.
1 .....	Student does not have a clear understanding of the word admire. There are five or more spelling or punctuation errors. The student's picture does not match what they wrote.

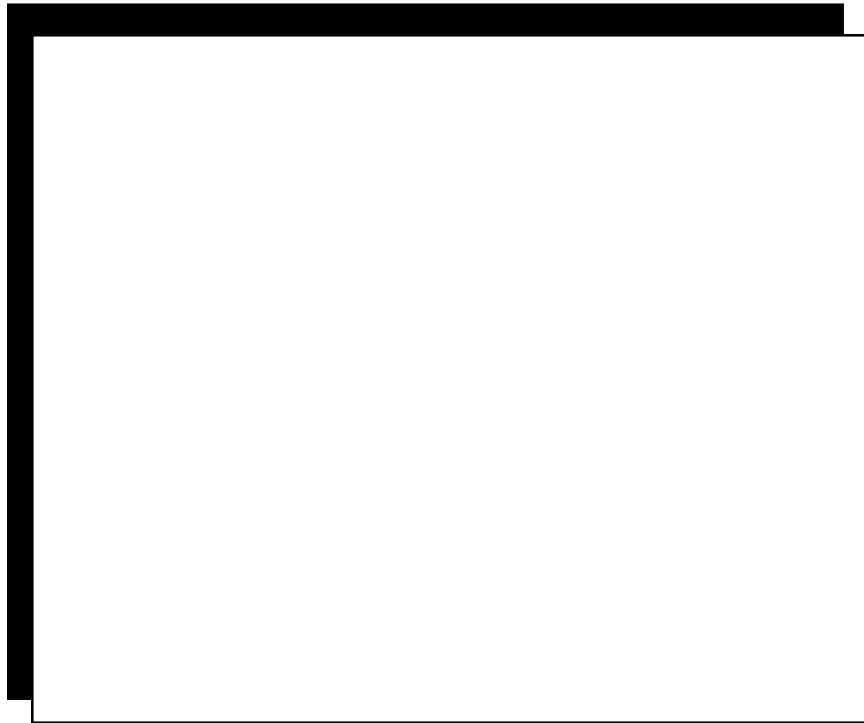
Name \_\_\_\_\_

## A Friend I Admire Worksheet

I admire my friend \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Here's a picture of my friend and I:



I am a good friend because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I am good at \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 2

# The Gift of Storytelling

### 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 using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

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

#### BENCHMARKS

Students will use comprehension strategies.

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

Students will write and speak for a variety of purposes such as telling stories and responding to literature.

Students will write and speak to peers and teachers.

Students will demonstrate correct punctuation, capitalization, and spelling in their writing.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

#### OBJECTIVES

Students will know why people tell stories and practice retelling the story that they heard.

Students will be able to complete a graphic organizer that includes character, setting, problem, solution, and favorite part.

#### SPECIFICS

Storytelling is an important concept because traditions and celebrations from different cultures are preserved through the gift of storytelling. Every one has a story to tell and we learn so much about a person when they tell us a story. We can see what they are passionate about and what influences they have had. We would not know much about different cultures if people didn't "hand down" their stories.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Connections (Text-to-Self, to-Text, to-World)

Summarizing

Retelling

#### PRELIMINARY LESSON PREPARATION

Review what title, author, setting, characters, problem and solution are. Make copies of "Story Summary" worksheet.

## ACTIVITIES

Why do you think that we tell stories and who are the people who tell us stories? Alma Flor Ada was told many different stories by different people in her family. I am going to read to you a chapter from one of the books that Alma Flor Ada wrote that tells about her and the different stories that she remembered from the time she was younger. The book is called *Where The Flame Trees Bloom* and the chapter that I am going to read is The Teacher. This is a story that different people in her family have told over and over about her great-grandmother, Lola. After reading it discuss the importance of that story and then have students think of a story that a family member has told them before. They will choose a partner and try and retell the story they remember. Now we are going to read a book called *Serafina's Birthday* and it's about a little bunny that is sad because he does not have a present to bring to his friend's birthday party. Read the story to the children. Afterwards discuss that the best gift of all was when he told the story of why he doesn't have a gift! Now you are going to go back to your desks and fill out a story summary sheet to see how well you remember the story. Students will then do a story summary on this book. They will fill in the characters, setting, problem, and solution. Tonight when you go home tell this story to your parents and then ask them to tell you a story back.

## VOCABULARY

Storyteller .....	Anyone who tells a story
Gift .....	Something that is given to show friendship, love or support.
Culture .....	The ideas, customs, skills and arts of a people or group, which are passed along from generation to generation.
Traditions .....	Long-established customs, stories, beliefs, proverbs, principles, and attitudes of a specific group which have been handed down.

## RESOURCES/MATERIALS

*Serafina's Birthday* by Alma Flor Ada  
*Where The Flame Trees Bloom* by Alma Flor Ada  
 Worksheet: Story Summary

## ASSESSMENT

Students should have completed a story summary on the book and then score the summary sheet with the following rubric.

Rubric Points	Description
4 .....	Student correctly completed all 7 parts of the story summary.
3 .....	Student correctly completed 6 out of 7 parts of the story summary.
2 .....	Student correctly completed 4 or 5 out of 7 parts of the story summary.
1 .....	Student correctly completed 3 or fewer parts of the story summary.

Name \_\_\_\_\_

## Story Summary Worksheet

Title:

Author:

Characters:

Setting:

Problem:

Solution:

My favorite part was:



## Lesson 3: **Migrant Farm Workers**

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

#### STANDARDS

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

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

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

#### BENCHMARKS

Students will read literature to understand people, places, events, and vocabulary, both familiar and unfamiliar.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

#### OBJECTIVES

Students will be introduced to Cesar Chavez and his contributions to the migrant farm workers.

Students will learn what a role model is by writing a paragraph explaining who their role model is and why.

#### SPECIFICS

Alma Flor Ada wrote this book to show respect for the farm workers with whom she has worked with through the years. Her daughter translated the poems into English. The illustrator grew up in a farm worker's family and his beautiful illustrations show what he remembers from his own childhood.

Cesar Chavez was born on March 31, 1927 in Arizona, close to the border of Mexico and California. He was the second of five children. Growing up, his mother, Juana, was the original inspiration of Cesar's interest in non-violence. She always said, "It's best to turn the other cheek. God gave you senses, like your eyes and mind and tongue, so that you can get out of anything." His father, Librado, taught him how to irrigate, plant, and hoe the farm properly. Cesar was very close to his older sister Rita, with whom he would go everywhere with. He had a stubborn streak since he was a child. When Rita took Cesar to school for the first time, he refused to sit anywhere but by his sister. He told the teacher if he couldn't sit by her, that he would go home. He ran out the door and started running. The teacher let Cesar sit by her the next couple of days and eventually he joined his class of first graders. This shows how he won his first battle! During the Great Depression his mom still believed in giving to the poor. She would send Cesar and Richard, his brother, looking for people who could use a plate of hot food. In 1938 the Chavez family lost their farm and began following crops as migrant farmworkers. The entire family worked out in the fields, however Cesar's parents didn't push their children as hard as some migrants. There was a lot of discrimination and bad treatment of the people who were working the fields. His father refused to tolerate such behavior and he would just quit, strike, or go home. When Cesar Chavez was older he started the National Farm Workers Association (NFWA). His union joined the strike against grape growers. He led a group to the state Capitol of California for support of the union effort. On February 14, 1968 Cesar Chavez began a 25-day fast to gain support for non-violence in union organizing efforts. Then Chavez announced a "worldwide boycott" of California grapes. Contracts agreements were made between the

UFW and most major grape growers. Then the lettuce boycotts started. In 1973 UFW held its first Constitutional Convention in Fresno, where 346 delegates representing 60,000 farm workers gathered. In 1974 he received the Martin Luther King Non-violence Peace Award from Coretta Scott King. In protest of pesticide use, Chavez fasted again for 36 days. In 1990, Cesar Chavez received the Aguila Azteca, which is the highest Mexican civilian award, from the President of Mexico. Sadly, in 1993, Chavez died of natural causes in Arizona near where he was born. Even after his death he was honored by President Clinton when he awarded the U.S. Medal of Freedom to Chavez and in California a bill was passed saying that March 31 is a state holiday in honor of Cesar Chavez. In Denver Cesar Chavez Day was recognized as a state holiday in the year 2002.

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

### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Questioning

Connections (Text-to-Self, Text-to-Text, Text-to-World)

### PRELIMINARY LESSON PREPARATION

Go over the vocabulary. Make sure students know how to make connections to books.

Mark the pages in *The Fight in the Fields: Cesar Chavez and the Farmworkers Movement* that you will need.

### ACTIVITIES

Does anybody know who this is? (Show a picture of Cesar Chavez) He was a man who brought civil rights to America's migrant farmworkers. Go over what civil rights and migrant farm workers are. Explain the life of the migrant farm worker and how it changed because of Cesar Chavez. Show the pictures in *The Fight In The Fields: Cesar Chavez and the Farmworkers Movement* and the posters of Chavez, and tell his story through the pictures in the book. (Use the "specifics" section to guide you through his accomplishments). Cesar Chavez is a role model for many people, especially the migrant farmworkers. (Review what a role model is, give examples) Alma Flor Ada respected Cesar Chavez very much, and to show her appreciation she wrote a book that is dedicated to him and all the migrant farmworkers. It is called *Gathering The Sun*. It is different poems about the life of migrant farmworkers. The illustrator was a migrant farmworker and he drew these beautiful illustrations. Alma Flor Ada's daughter translated the book into English. This is a very special book and I am going to share it with you. Read the book. Relate the book to the facts that they just learned about Cesar Chavez. After you are done reading remind students that it is very important to appreciate the work that others do. Next each of you is going to write a paragraph about your role model. Think of a person that you admire and you want to be like. You are going to tell me three reasons why you picked this person as your role model. We will do a rough draft, edit, and final copy. You will also get to illustrate your paragraph. When everyone is finished, we will put all our paragraphs into a book and call it *Our Role Models: People Who We Look Up To*.

## VOCABULARY

- Role model ..... Someone you look up to and want to be like.  
Migrant farm worker ..... People who work the land and harvest the fields.  
Civil rights ..... Rights that are guaranteed to people, ex. Equal treatment,  
Harvest ..... The gathering of grain, fruit, vegetables, etc.

## RESOURCES/MATERIALS

*Gathering The Sun* by Alma Flor Ada

*The Fight In The Fields: Cesar Chavez and the Farmworkers Movement* by Susan Ferris and Ricardo Sandoval

Lined paper for students to write their paragraphs

Crayons or colored pencils

Posters of Cesar Chavez

## ASSESSMENT

Students will write a paragraph explaining who their role model is and why. Score the paragraph using the following rubric.

Rubric Points	Description
4.....	Students paper clearly demonstrates understanding of the concept of a role model. It explains the role model and 3 reasons why that person is their role model. Paragraph has fewer than 4 spelling or punctuation errors.
3.....	Students paper demonstrates an understanding of the concept of a role model. It explains the role model and 2 reasons why that person is their role model. Paragraph has no more than 5 spelling or punctuation errors.
2.....	Students paper demonstrates an understanding of the concept of a role model. It explains the role model and 1 reason why that person is their role model. Paragraph has no more than 6 spelling or punctuation errors.
1.....	Students paper demonstrates that they did not understand the concept of a role model. Identifies a role model but does not give any reasons why that person is considered a role model. Paragraph has more than 8 spelling or punctuation errors.

## Lesson 4: **Changing Through Hard Work**

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

#### BENCHMARKS

Students will use comprehension strategies.

Students will write and speak for a variety of purposes such as explaining concepts and procedures.

Students will demonstrate correct punctuation, capitalization, and spelling in their writing.

#### OBJECTIVES

Students will be able to identify the stages of the life cycle of the butterfly and explain each one.

Students will use words to describe the main character in the story.

#### SPECIFICS

*The Gold Coin* has beautiful illustrations that show the Central American landscape. It is about a boy who tries to steal a lady's gold as he follows her through the countryside. In the process, the beauty of the natural world around him, the goodwill of the people who work in the field, and the spirit of the healer he is pursuing affect him.

*A Rose With Wings* is about a little boy who has to bring a special animal for a school project. All of the children in the class have chosen their animal and Miguel thinks he only has a caterpillar.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Questioning

Predicting

Sequencing

#### PRELIMINARY LESSON PREPARATION

Draw a large Venn diagram on butcher paper. On one side write Juan and on the other side write butterfly. Make copies of Character Analysis worksheet and Life Cycle of Butterfly worksheet.

## ACTIVITIES

Day 1: Today we are going to read a book called *The Gold Coin*. It is about a thief who is trying to steal an old woman's gold coin. As I am reading I want you to think about words that describe the character. He is going to change through the story so I want you to also think about words that describe him at the end of the story. There is also a lesson to be learned from this book, see if you can figure out that lesson. Read the book. Discussion will be about how he has changed through hard work, just like a butterfly goes through a transformation of hard work too. As a class make a Venn diagram comparing the man to a butterfly. Then students will fill out the character analysis worksheet.

Day 2: Read *A Rose With Wings*. It will tie in with yesterday's lesson. Discuss how his animal became special and what happened to it. Then start the science lesson on the life cycle of the butterfly. Students will need to draw a picture of the different stages of the butterfly's life and write a sentence to go with their picture.

## VOCABULARY

Thief..... A person who steals  
 Hut ..... A very small, plain house  
 Harvest ..... The gathering of grain, fruit, vegetables, etc.  
 Lifecycle ..... Stages of development of any living thing from birth to adult.

## RESOURCES/MATERIALS

*The Gold Coin* by Alma Flor Ada  
*A Rose With Wings* by Alma Flor Ada  
 Poster of the stages of development of the butterfly  
 Worksheet: Character Analysis  
 Worksheet: The Life Cycle of the Butterfly

## ASSESSMENT

Students will do a character analysis worksheet and the stages of development of the butterfly.

Rubric Points	Description
4 .....	Student correctly completed all 7 parts of the character analysis.
3 .....	Student correctly completed 6 out of 7 parts of the character analysis.
2 .....	Student correctly completed 4 or 5 out of 7 parts of the character analysis.
1 .....	Students correctly completed 3 or fewer parts of the character analysis.
Rubric Points	Description
3 .....	Student successfully sequenced the stages of development of the butterfly and the sentences they wrote matched the picture.
2 .....	Student successfully sequenced two stages of development of the butterfly and the sentences matched the picture.
1 .....	Student successfully sequenced one stage of development of the butterfly and the sentence matched the picture.

Name \_\_\_\_\_

## Character Analysis Worksheet

Draw a Picture of Juan



Describe Juan in the beginning of the book \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe Juan at the end of the book: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did you like about Juan? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What didn't you like about Juan? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why did he change? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did you learn from the story? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## The Life Cycle of the Butterfly



Stage 1

Stage 2

Stage 3

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Lesson 5: Writing A Friendly Letter

### 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 using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

#### BENCHMARKS

Students will use comprehension strategies during read aloud.

Students will plan, revise, proofread, edit, and publish written communications.

Students will demonstrate correct punctuation, capitalization, and spelling.

#### OBJECTIVES

Students will know the five parts of a friendly letter and how to write a friendly letter.

#### SPECIFICS

When Alma Flor Ada was a little girl she would have many imaginary conversations with storybook characters. Years later she discovered letters that her grandfather wrote to her grandmother and realized that the letters told a story! On her drive home from the University of San Francisco where she was a professor to her mountain home in Lake County, California she came up with the idea to write *Dear Peter Rabbit*.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Predicting

Interactive Writing

Independent Writing

#### PRELIMINARY LESSON PREPARATION

Make sure students are familiar with the following fairy tales: “Goldilocks and the Three Bears,” “The Three Little Pigs,” “Peter Rabbit,” and “Little Red Riding Hood.”

#### ACTIVITIES

Day 1: The book we are going to read today is about different fairy tale characters writing letters to each other. As I am reading I want you to think about what do all these letters have that is the same. Read *Dear Peter Rabbit*. Discuss problem solving, setting, character traits, and connections to children’s lives. After reading the book ask children what all the letters had in common (Parts of a letter: Date, Heading, Body, Closing and Signature). Teach a lesson on letter writing that focuses on: parts of a



letter, purpose for writing, difference between a letter, and an invitation, friendly vs. business letter.

Day 2: Read *Yours Truly, Goldilocks* and then as a class, through interactive writing you will write a letter to one of the characters in the story. Students will take turns coming up and writing words, or just some letters. When you are finished, go through and label the parts of the letter with a colored index card so students can identify the parts and what we call them.

Day 3: Read *With Love, Little Red Hen* and review the parts of a letter. Students will then write their own letters to a fairy tale character. They will address the envelope using one of the addresses from the back of *With Love, Little Red Hen* or make up their own.

## VOCABULARY

Date ..... The month, day and year written together (e.g., March 26, 2002)  
 Heading ..... Giving the title to who the letter is for (e.g., Dear Mr. Rabbit)  
 Body ..... The main part of the letter  
 Closing ..... Ending a letter with words such as your friend, your student, love, sincerely, etc.)  
 Signature ..... Signing your name

## RESOURCES/MATERIALS

*Dear Peter Rabbit* by Alma Flor Ada

*Yours Truly, Goldilocks* by Alma Flor Ada

*With Love, Little Red Hen* by Alma Flor Ada

Copy addresses in back of *With Love, Little Red Hen* so students can address their letter.

Envelopes (one for each child)

Stationary

Chart Paper

Markers

Crayons

Poster that illustrates the 5 parts of a letter (or label the letter the class wrote)

Colored index cards

## ASSESSMENT

Each student will write a letter to a fairy tale character. Score the letter using the rubric below.

Rubric Points	Description
4 .....	Student has written a well-thought-out letter to a fairytale character that includes the date, heading, body, closing, and signature. There are 5 or fewer spelling or punctuation errors.
3 .....	Student has written a letter to a fairytale character that includes the date, heading, body, closing, and signature. There are no more than 6 spelling or punctuation errors.
2 .....	Student has written a letter to a fairytale character that includes four out of the five parts of a letter (date, heading, body, closing, signature). There are no more than 7 spelling or punctuation errors.
1 .....	Student has written a letter to a fairytale character that includes three out of the five parts of a letter (date, heading, body, closing, signature). There are 8 or more spelling or punctuation errors.

## Lesson 6: **Folktales, Folktales and More Folktales!**

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

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

#### BENCHMARKS

Students will use comprehension strategies.

Students will write and speak for a variety of purposes such as telling stories.

Students will plan, revise, proofread, edit, and publish.

Students will use the most appropriate method, handwriting or word processing, to produce a product that is legible.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will know and use literary terminology.

Students will read literature to understand people, places, events, and vocabulary.

Students will read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.

#### OBJECTIVES

Students will be able to describe the elements required in a folktale.

Students will be able to write their own folktale after hearing different ones read to them.

#### SPECIFICS

Alma Flor Ada wrote *The Rooster Who Went to His Uncle's Wedding* because, in her own words, "This is one of the many tales which I received from my Grandmother, my mother's mother, who was a fabulous storyteller. She would tell it to me outdoors, usually on the porch, and would weave into the story any of the animals we could see—a goat, a cow—and the story would change from day to day, become as alive as our own surroundings. In turn I have enjoyed telling this story to children and seeing them delight as I tell it faster and faster, as the list of characters grow. It has also been fun to see children perform this story as a play. Teacher retells the story and students can act it out."

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

### INSTRUCTIONAL STRATEGIES

Read Aloud  
Whole-Group Discussion  
Questioning  
Predicting  
Modeling  
Idea Story Map  
Steps of the Writing Process  
Computer-Assisted Instruction

### PRELIMINARY LESSON PREPARATION

Print out the Internet pages from Alma Flor Ada's website so students can follow her steps to writing a folktale.

Copy worksheet: Writing a Folktale

### ACTIVITIES

Day 1: We are going to start studying folktales that Alma Flor Ada has written. Folktales are often stories of animals that act like humans, and that live in a world of wonder and magic. Most of these kinds of stories convey a message or moral to the reader, or explain something in a creative way. Folktales are often passed down and retold from generation to generation. This is a tale that her grandmother told her. Read *The Rooster Who Went To His Uncle's Wedding*. Afterwards discuss the moral of the story and then read the passage that explains why she wrote this book. Teacher can retell the story (shortened version) and students can act out the different scenes.

Day 2: Read *The Lizard and The Sun* and read the author's note in the back of the book. Discuss the background of Aztec culture and the importance of the sun to all living creatures.

Day 3: Read *Half-Chicken*. Discuss why it is a folktale. Then get the pages from the Internet and go through the writing steps and have children write their own folktales. They can receive a certificate on the Internet.

### VOCABULARY

Folktale ..... Stories of animals that act like humans that are passed down. Moral the message that the story tells.

Generation ..... Stages of natural descent. (ex. Great-grandmother, grandmother, mother, daughter are four generations)

RESOURCES/MATERIALS

*The Rooster Who Went To His Uncle's Wedding* by Alma Flor Ada

*The Lizard and The Sun* by Alma Flor Ada

*Half-Chicken* by Alma Flor Ada

Internet Access to Alma Flor Ada's website (or contact The Alma Project and they will print out the pages you need)

Worksheet: Writing a Folktale

Lined paper for final copy

Construction paper for cover

ASSESSMENT

Students will create and write their own folktale. Score their final copy using the rubric below.

Rubric Points	Description
4 .....	Folktale has a clear beginning, middle and end. There is a moral to the story. Story clearly shows evidence that student used the writing process and there are fewer than 7 spelling or punctuation errors.
3 .....	Folktale has a beginning, middle and end. There is a moral to the story. Story shows evidence that student used the writing process and there are no more than 8 spelling or punctuation errors.
2 .....	Folktale has a beginning, middle and end. Moral is not clearly defined. There is some evidence that student used the writing process and there are no more than 9 spelling or punctuation errors.
1 .....	Folktale does not have a clear beginning, middle and end. Moral is not clearly defined. There is some evidence that student used the writing process and there are more than 10 spelling or punctuation errors.

Name \_\_\_\_\_

## Writing a Folktale

Page 1 of 2

<b>SETTING</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>CHARACTERS</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>MORAL or LESSON</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Name \_\_\_\_\_

## Writing a Folktale

Page 2 of 2

**BEGINNING**

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**MIDDLE**

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**END**

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## Lesson 7: **Trabajando Juntos**

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

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

#### BENCHMARKS

Students will use comprehension strategies.

Students will write and speak to peers, teachers, and the community.

Students will use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills.

Students will know and use literary terminology.

Students will read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.

#### OBJECTIVES

Students will understand the elements of the folktale.

Students will be able to work together to solve a problem and then explain to the class how they accomplished the task.

#### SPECIFICS

This book is Alma Flor Ada's adaptation of the traditional Mexican folktale, Blancaflor.

Blancaflor is the youngest of her three sisters who has a spell cast on her and is captured inside an orange. She transforms into a dove and then has a pin stuck in her hand. Whoever removes the pin from her hand will break the spell that has been cast on her.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Questioning

Predicting

Cooperative Groups

Presenting

### PRELIMINARY LESSON PREPARATION

Students should have experience working in cooperative groups. If not, please teach before doing this lesson.

Review the elements of a folktale with students.

Copy worksheet *Trabajando Juntos/Working Together*

### ACTIVITIES

Tell students the original tale of Blancaflor from Mexico. Tell students that Alma Flor Ada retold this story in her own way. Then read *The Three Golden Oranges*. Discuss the importance of working together and how to treat each other. Then in cooperative groups students will try to work together to solve a problem. Once they all solve or attempt to solve the problem they will present to the class how they solved the problem and if they all contributed and worked together.

### VOCABULARY

Advice ..... Opinion given as to what to do or how to solve a problem.

Journey ..... Traveling from one place to another; a trip

Betrayed ..... To help deliver or expose an enemy

Abandoned ..... To leave alone without warning

Enchantment ..... A magic spell

### RESOURCES/MATERIALS

*The Three Golden Oranges* by Alma Flor Ada

1 piece of butcher paper for each group

Math manipulatives such as counters, tiles, cubes.

Copies of worksheet: *Trabajando Juntos/Working Together*

### ASSESSMENT

Use the teacher checklist to see how much participation you noticed as they were working. Also the groups will fill out a worksheet explaining what each person did and whether they worked as a team. They will present to the class what they did to set up the problem, and how they solved it. They will receive points as a whole group and then points on an individual basis from your checklist.

Rubric Points	Description
4.....	Group clearly worked together and included everyone in solving the problem. Every group member participated in explanation and it was clear and understandable. Explanation of how they solved the problem was clearly understood.
3.....	Group worked together and included everyone in solving the problem. Every group member participated in explanation and it was understandable. Explanation of how they solved the problem was understood.



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2 .....	Group worked together and included everyone in solving the problem. Most group members participated in explanation and it was understandable. Explanation of how they solved the problem was prompted by teacher.
1 .....	Group had difficulty working together. Most group members did not participate in explanation. Explanation of how they solved the problem needed more information.
Rubric Points	Description
5 .....	Student is clearly participating in cooperative groups.
4 .....	Student is participating in cooperative groups.
3 .....	Student is somewhat participating in cooperative groups.
2 .....	Student is attempting to participate in cooperative groups.
1 .....	Students is not very involved in cooperative groups.

## Trabajando Juntos/Working Together

### Problem:

There are 12 rows of oranges.

In each row there are 8 oranges.

How many oranges are there in all? \_\_\_\_\_

How many would there be if there were 15 rows of oranges? \_\_\_\_\_

Explain how you solved the problem using pictures, numbers or words on the butcher paper.

Each person in the group needs to write their name below and tell me what you did to help the group solve the problem.

Name: \_\_\_\_\_ What I did to help: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ What I did to help: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ What I did to help: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ What I did to help: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Lesson 8: **A World Free of Discrimination**

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

#### STANDARDS

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

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

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

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

#### BENCHMARKS

Students will use comprehension strategies.

Students will read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

Students will select and use visual images, themes, and ideas in their own works of art to create and communicate meaning.

Students will know how cooperation and conflict among people influence the division and control of Earth's surface.

#### OBJECTIVES

Students will make an art project depicting their world free of discrimination and write a brief paragraph explaining their project using correct grammar and punctuation.

Students will understand the concept of discrimination.

#### SPECIFICS

Review the vocabulary before reading the book. In this book all the characters are geometrical figures—squares, circles and triangles—who stick to their own kind and teach their young not to mix with others. However, when two circles go into town, they discover for themselves the joy of making new friends. The book explores the issue of discrimination and appreciation of others.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Predicting

Questioning

#### PRELIMINARY LESSON PREPARATION

Make sure that you have different kinds of paints, markers, crayons, pastels, colored pencils, construction paper, fabric, buttons, etc. so students have the opportunity to get creative.

### ACTIVITIES

Read *Friends/Amigos* and talk about how the book brings up discrimination and the appreciation of others. Students can orally share a time when they felt they were discriminated against or a time when they showed appreciation for what someone did. Tell students that they will be making an art project showing what their world would look like free of discrimination and then write a few sentences explaining what they made.

### VOCABULARY

Discrimination ..... To treat a person or group differently than the others.

Appreciation ..... To be thankful for, understand and enjoy.

### RESOURCES/MATERIALS

*Friends/Amigos* by Alma Flor Ada

Markers

Crayons

Paints

Pastels

Pencils

Scissors

Glitter

Construction Paper

Fabric

Buttons

Anything that students can glue onto their paper

### ASSESSMENT

Students will complete an art project and write sentences to go with it. Score the finished product using the following rubric.

Rubric Points	Description
4.....	Students artwork and sentences show a clear understanding of the word discrimination.
3.....	Students artwork and sentences show an understanding of the word discrimination.
2.....	Students artwork and sentences show some understanding of the word discrimination.
1.....	Students artwork and sentences do not show and understanding of the word discrimination.

## Lesson 9: **Beauty Is All Around Us**

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

#### BENCHMARKS

Students will use comprehension strategies.

Students write and speak to peers and teachers.

Students read literature to understand places, people, events and vocabulary, both familiar and unfamiliar.

#### OBJECTIVES

Students will understand that beauty is all around us.

Students will be able to list ways that they can make our world a better place to live.

#### SPECIFICS

*Jordi's Star* is about a man who lives all alone on a barren and rocky hillside. One day after a terrible thunderstorm he finds an unusual friend, a reflection of a star in his pond. He loves the star so much that he starts looking for ways to make the pond more beautiful for his friend. Soon the whole mountainside has changed. Alma Flor Ada believes that this book sums up all her beliefs. She feels that beauty is all around us only if we stop to see it. She also believes that love is the strongest energy and that as we love we are transformed and as we love the world, the world can also be transformed.

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

#### INSTRUCTIONAL STRATEGIES

Read Aloud

Whole-Group Discussion

Predicting

Questioning

Cooperative Groups

Cause and Effect

#### PRELIMINARY LESSON PREPARATION

Go to the lunchroom and have enough empty milk cartons for the number of students in your class. Make sure you have different kinds of paints, markers, pastels, colored pencils, construction paper, fabric, yarn, buttons, stickers, straws, craft sticks, etc so students have the opportunity to make something beautiful. On chart paper write out the things that they will mention when they present to the class.

- Name of what you made
- How you made it
- Why you think it is beautiful
- Who did you make it for
- How will the person feel when you give it to them

You also need to draw out on chart paper an apple, a pencil and a house and label them school, classroom and home. (See attached example)

#### ACTIVITIES

Read *Jordi's Star* and discuss how the main character did not appreciate what was around him. When he looked really hard he realized that there were many beautiful things all around him. With students discuss what kinds of things are around our classroom, school, and home that we might not notice and are really beautiful. Then talk about the things that we can do to make the world a better place to live in. Students will devise ideas on how to make their classroom, school, and home a more beautiful place. We will write in on chart paper. Then students will be given a milk carton and they have to create something beautiful from it. When they are done they will present to the class.

#### VOCABULARY

Reflection ..... To give back a mirror image of something.

Beauty ..... Quality that pleases or satisfies the mind or senses; pretty, lovely

Transformed ..... To change in appearance inside or out.

Barren ..... Land with very poor soil and very few shrubs, trees, flowers, etc.

#### RESOURCES/MATERIALS

*Jordi's Star* by Alma Flor Ada

Empty milk cartons

Markers, crayons, colored pencils

Paints

Scissors

Craft sticks

Construction paper

Glitter

Fabric buttons

Butcher paper

Anything that you have available for students to add to their milk cartons.

#### ASSESSMENT

Students will finish the project and present to the class what they made. They need to include the name of what they made, how they made it, why they think it is beautiful, who they are going to give it to, and what reaction they think that person will have when they give it to them.

Rubric Points	Description
4 .....	Student has made a product from the milk carton. Presentation included name of what they made, how they made it, why they thought it was beautiful, who they are giving it to, and how they think that person will react.
3 .....	Student has made a product from the milk carton. Presentation included name of what they made, how they made it, why they thought it was beautiful, who they are giving it to, and how they think that person will react. Needed some prompting by teacher.
2 .....	Student has made a product from the milk carton. Presentation needed prompting by the teacher but student answered the name of what they made, how they made it, why they thought it was beautiful, who they are giving it to, and how they think that person will react.
1 .....	Student has made a product from the milk carton. Presentation needed lots of prompting from the teacher to present the name of what they made, how they made it, why they thought it was beautiful, who they are giving it to, and how they think that person will react.

## Unit Assessment

### How will students demonstrate proficiency?

You may choose one of the following performance tasks.

#### PERFORMANCE TASK #1

Students will write a letter to Alma Flor Ada. The letter should include the five parts of a letter (date, heading, body, closing, signature). In the letter they need to include the following:

- One interesting fact they learned about Alma Flor Ada
- One lesson they learned from any of her books
- Tell which book was their favorite and why
- Ask Alma Flor Ada a question

#### SCORING RUBRIC

- 20 ..... Student correctly had all 5 parts of a letter (date, heading, body, closing, signature). Student had all four explanations in the letter (interesting fact about Alma Flor Ada, a lesson they learned from one of her books, which book was their favorite and why, and asked a question).
- 15 ..... Student correctly had 4 parts of a letter (date, heading, body, closing, signature). Student had 3 out of 4 explanations in the letter (interesting fact about Alma Flor Ada, a lesson they learned from one of her books, which book was their favorite and why, and asked a question).
- 10 ..... Student correctly had 3 parts of a letter (date, heading, body, closing, signature). Student had 2 out of 4 explanations in the letter (interesting fact about Alma Flor Ada, a lesson they learned from one of her books, which book was their favorite and why, and asked a question).
- 5 ..... Student correctly had 2 parts of a letter (date, heading, body, closing, signature). Student had 1 out of 4 explanations in the letter (interesting fact about Alma Flor Ada, a lesson they learned from one of her books, which book was their favorite and why, and asked a question).

#### PERFORMANCE TASK #2

Students will take the unit assessment test.

#### SCORING RUBRIC

Give 1 point for each question answered correctly

Rubric Points	Description
13-15 .....	Student clearly understood concepts taught in unit.
10-12 .....	Student understood concepts taught in unit.
7-9 .....	Student somewhat understood concepts taught in unit.
6 or less .....	Student did not understand concepts taught in unit.



## Alma Flor Ada Assessment Test

Page 1 of 2

Where was Alma Flor Ada born? \_\_\_\_\_

How many languages does she speak and what are they? \_\_\_\_\_

\_\_\_\_\_

What kinds of things did she enjoy doing when she was younger? \_\_\_\_\_

\_\_\_\_\_

What does it mean to admire someone? \_\_\_\_\_

\_\_\_\_\_

What is a role model? \_\_\_\_\_

\_\_\_\_\_

Who is your role model? Why? \_\_\_\_\_

\_\_\_\_\_

Why was Cesar Chavez important? \_\_\_\_\_

\_\_\_\_\_

What is a migrant farmworker? \_\_\_\_\_

\_\_\_\_\_

What is important about storytelling? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Alma Flor Ada Assessment Test

Page 2 of 2

Who tells stories? \_\_\_\_\_

\_\_\_\_\_

What is a folktale? \_\_\_\_\_

\_\_\_\_\_

Name a folktale written by Alma Flor Ada \_\_\_\_\_

What are the five parts of a letter?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

Tell me which book was your favorite and why. \_\_\_\_\_

\_\_\_\_\_

Why is it important to know two languages? \_\_\_\_\_

\_\_\_\_\_

## Bibliography

Ada, Alma Flor. *Dear Peter Rabbit*. New York: Macmillan Publishing Company, 1994.

This is a collection of letters to and from different fairy tale characters. In this book Peter Rabbit is invited to a house warming party by one of the Three Little Pigs. Goldilocks makes another visit to the Bears' house and finds Peter Rabbit's lost jacket and also meets Little Red Riding Hood.

Ada, Alma Flor. *Friend Frog*. San Diego: Harcourt, Inc., 2000.

Field Mouse is not good at many things that others find it easy to do. He admires one friend in particular, Frog. One day Field Mouse has the opportunity to show his talent by helping Frog.

Ada, Alma Flor. *Friends/Amigos*.

In this story all the characters are geometrical figures-squares, circles and triangles-who stick to their own kind and teach their young not to mix with others. However, when the two little circles go into town, they discover for themselves the joy of making new friends.

Ada, Alma Flor. *Gathering The Sun*. New York: Lothrop, Lee and Shepard Books, 1997.

This is a tribute to the migrant farm workers. A beautifully illustrated alphabet book in English and Spanish. There are 28 poems that celebrate honor, pride, family, friends, history, heritage, and the bounty of the harvest.

Ada, Alma Flor. *Mediopollito Half-Chicken: A Folktale in Spanish and English*. Random House Children's Publishers, 1997.

A bilingual folktale about the creation of the weather vane and Half-Chicken, who has one eye, one leg, and one wing, enjoying a series of adventures that finally take him to the top.

Ada, Alma Flor. *Jordi's Star*. New York: G.P. Putnam's Sons, 1996.

Jordi lives a solitary life on a barren and rocky hillside. One day after a terrible thunderstorm, he finds a most unusual friend, a star reflected on a pond by his house. Inspired by his love for his new friend, he sets about finding ways to make the pond and the surroundings more beautiful.

Ada, Alma Flor. *A Rose With Wings*. Miami: Santilla Publishing Company, 1993.

This is about a boy who has to bring a special animal for a school project. All of the children have chosen their special animal and Miguel only has a caterpillar. So he thinks!

Ada, Alma Flor. *Serafina's Birthday*. New York: Macmillan Publishing Company, 1992.

This is about a bunny who is sad because he does not have a present to bring to his friend's birthday party. When he arrives without a present and tells everyone of his adventures getting to the party, he realizes that he brought the best gift of all a story to tell!

Ada, Alma Flor. *The Gold Coin*. New York: Macmillan Publishing Company, 1991.

This is about a man who tries to steal Dona Josefa's gold as he follows her through the countryside. In the process, he is affected by the beauty of the natural world around him, the goodwill of the people who work in the fields, and the spirit of the healer he is pursuing. Juan experiences an inner transformation in the story.

Ada, Alma Flor. *The Lizard and The Sun*. New York: Random House Inc., 1997.

In this story the sun disappears from the sky and the majestic city of Tenochtitlan. All the people and animals in the Aztec realm are left in darkness. The animals search for the sun, but one by one they all give up, except for a green little lizard. She continues to look until she brings back light and joy for everyone.

Ada, Alma Flor. *The Rooster Who Went To His Uncle's Wedding*. New York: G.P. Putnam's Sons, 1993.

In this story a rooster is on his way to his uncle's wedding when he gets his beak dirty with mud. No one wants to help him out! Then he asks his friend the sun to help out. This was one of the stories told to Alma Flor Ada by her grandmother.

Ada, Alma Flor. *The Three Golden Oranges*. New York: Atheneum Books For Young Readers, 1999.

This book is Alma Flor Ada's adaptation of the traditional Mexican folktale, Blancaflor.

Ada, Alma Flor. *Under The Royal Palms: A Childhood in Cuba*. New York: Atheneum Books For Young Readers, 1998.

A collection of real life stories from Alma Flor Ada's childhood, growing up in Cuba, stories about her relatives, and stories that her relatives told her.

Ada, Alma Flor. *Where the Flame Trees Bloom*. New York: Macmillan Publishing Company, 1994.

Eleven stories from Alma Flor Ada's childhood in Cuba. These are true stories about her relatives, friends, and the hacienda where she grew up.

Ada, Alma Flor. *With Love, Little Red Hen*. New York: Atheneum Books For Young Readers, 2001.

Little Red Riding Hood, Goldilocks and others surprise the industrious but stressed-out Ms. Hen by secretly cultivating her corn, while two wolves plot to kidnap her for a chicken dinner.

Ada, Alma Flor. *Yours Truly, Goldilocks*.

This is another story in which Alma Flor Ada has fairy tale characters writing letters to each other. The Three Little Pigs, Goldilocks, Peter Rabbit and the Big Bad Wolf are back to have a real party to welcome the pigs to the neighborhood. However, the big bad wolves, Wolfy and Fer O'cious are still trying to ruin the party.

## **About the Author**

Tania Hogan was born in Acapulco, Mexico. She lived there for five years and then her family moved to the United States. She speaks fluent Spanish and English. She received a BA in Psychology at the University of Colorado at Denver. Recently she completed her Master's Degree in Curriculum and Instruction at the University of Colorado at Denver. Tania teaches in a second grade English Language Acquisition classroom at Goldrick Elementary. She continues to look for new ways to include all children in learning and to be proud of where they came from.