

**Title:** Pablo Remembers

**Author's Name:** George Ancona

**Publisher:** William Morrow & Company, Inc.

**Reading Level:** 4<sup>th</sup> -5<sup>th</sup> Grade

**Copyright Year:** 1993

**Genre:** Multi-Cultural

**Synopsis of Story:**

Pablo lives in Mexico where they celebrate the three-day fiesta of el Dia de Los Muertos. Pablo describes what el Dia de Los Muertos is and explains what happens on each day. Throughout this book he describes the activities that the both the children and the adults take part in. However, he focuses mainly on his family and what they are including in his grandmother's altar. The book includes actual photos of Pablo, his family, and altars.

**Theme:** This book has a theme of holidays and family.

**Activity One:** Making an Altar

**Origination of idea:** This is an original idea from the brain of Julie Hamm

**Objectives:**

- Students will understand what items belong on an altar for the dead.
- Students will construct an altar for a famous actor that passed away.

**Description of Activity:**

- After reading this book out loud to the students, have a short discussion as a class about the different items that belong in an altar. Show the pictures again to help them remember.
- Ask the students if they have ever watched the show "I Love Lucy" with their parents and ask them if they know who the actor is that plays Ricky Ricardo.
- Explain to them that they are going to make an altar for Desi Arnaz, the actor who played Ricky Ricardo in the show "I Love Lucy."
- Have the students look on the internet during computer lab time and print off pictures of Desi Arnaz and do some research on him.
- Have the students make a list of the important things he did in his lifetime. Each student must put one important accomplishment or something interesting about him on the poster that will hang next to the altar.
- Have them draw pictures of the items and place them on the altar and ask anyone who has those items at home if they would please bring them in.
- Then, have them make paper flowers to include on the altar.
- The teacher will bring in fruits, flowers, bread, and chocolates to spread around the altar.

**Activity Two:** Macaroni Skeletons

**Origination of Idea:** This idea was obtained from [www.EnchantedLearning.com](http://www.EnchantedLearning.com).

**Objective:**

- Students will experience some of the same art projects that children do during el Dia de Los Muertos.
- Students will write a poem about their skeleton.

**Description of Activity:**

- Print off enough skeleton worksheets for you class from <http://www.enchantedlearning.com/crafts/halloween/pastaskelton/>
- Show the students a finished copy of a macaroni skeleton you have made
- Explain to them that they will use the outline of the skeleton and use the different-shaped macaroni you give them to look like the different bones in the body. (example: elbow macaroni is used for the ribs, a wagon wheel for the head, etc)
- Have the students lay out their macaroni on the paper before they start gluing.
- After they have finished, have the students write a poem about their skeleton.
- To take this one step further and combine with science, you could have them label all the bones.
- Sing the “Bone Song” from Hannah Montana to help the students remember the names of the bones.

**Title of Book:** Going Home

**Author:** Eve Bunting

**Publisher:** Harper Collins Publishers

**Reading Level:** 3<sup>rd</sup>- 4<sup>th</sup> grade

**Copyright Year:** 1996

**Genre:** Multi-Cultural

**Synopsis of Story:**

Carlos and his family are going “home” to Mexico for Christmas. Carlos is worried because his home has always been America, not Mexico. He was born in Mexico and raised in America, but his parents moved to America from Mexico when he was very little and they still do not speak English very well. Throughout the trip, he realizes how much Mexico means to his parents and is really excited to meet his family. He and his sisters finally realize that family, not states or cities determines where home is.

**Theme:** This book has a theme of immigration and finding out where home is

**Activity One: Diary Entries**

**Origination of Idea:** This is an original idea from the brain of Julie Hamm

**Objective:**

- Students will analyze Carlos and his feelings by making diary entries from his point of view

**Description of Activity:**

- After the teacher reads the book out loud to the students, they will have a brief discussion as a class about how Carlos changed the way he felt about home throughout the story.
- After the discussion, the teacher will have the students will write at least 3 diary entries, explaining 3 different parts of the story and how Carlos changed the way he felt about home throughout the story. (examples: How he felt before they left for Mexico, in the car on the way there, and once they made it to Mexico)
- Students will share one of their diary entries with the class

**Activity Two: Spanish Vocabulary Worksheet**

**Origination of Idea:** This is an original idea from the brain of Julie Hamm

**Objective:**

- The students will use context clues to figure out the Spanish words that are used in the story that are not defined in English

**Description of the Activity:**

- The teacher will read the book out loud while the students follow along
- The teacher will construct a worksheet in their own format with the words: Papeles (page 5), mijo (page 7), burro (page 14), casa (page 15), angelitos (page 23)
- The students will use context clues and illustrations to figure out what these Spanish words mean and write them down on the worksheet.
- Beneath their definition, the students will list words or phrases that helped them figure out the meaning.
- The teacher will model how to look up words in the Spanish dictionary to find English meanings.
- After the worksheet is complete, the students will use a Spanish dictionary provided by the teacher to look up the words and make sure they are correct.

**Title of Book:** The Korean Cinderella

**Author's:** Shirley Climo

**Publisher:** Harper Collins Publishers

**Reading Level:** 4<sup>th</sup> – 6<sup>th</sup> Grade

**Copyright Year:** 1993

**Genre:** Multi Cultural

**Synopsis of Story:**

Pear Blossom, a beautiful young woman, lives in Korea with her father, stepmother, and stepsister. Her stepmother gives her tasks that no human could complete alone, but magical creatures assist her. Each time she completes a task, her stepmother gives her an even more impossible task to complete and does not believe Pear Blossom when she says she had help completing the task. Pear Blossom's stepsister laughs at her and blames any unfortunate event that happens to her on Pear Blossom. With the help of the magical creatures, Pear Blossom eventually overcomes her stepmother's evil side and one of her dreams finally comes true.

**Theme:** This book has a theme of overcoming adversities

**Activity One: Venn Diagram**

**Origination of Idea:** This is an original idea from the brain of Julie Hamm

**Objectives:**

- Students will make prior connections with Disney's Cinderella.
- Students will compare and contrast The Korean Cinderella and Disney's Cinderella (you read Disney's Cinderella one day last week).

**Description of Activity:**

- Have each student read this book independently
- After they have finished reading, they will come to you and get a Venn Diagram worksheet
- They will write 3 similarities in the middle circles, 3 things that happen in The Korean Cinderella that does not happen in Disney's Cinderella, and 3 things that happen in Disney's Cinderella that does not happen in The Korean Cinderella
- When students are finished they will find a partner and discuss the similarities and differences they found

**Activity Two: Newspaper Ad**

**Origination of Idea:** This idea was adapted from a similar activity seen on the website:

<http://www.englishcompanion.com/assignmetns/reading/103readingactivities.htm>

**Objectives:**

- Students will show creativity when constructing their ad
- Students will show comprehension of a part of the story through constructing their ad

**Description of Activity:**

- The teacher will instruct the students to read the book The Korean Cinderella with a partner
- Before the students read their book, the teacher will instruct them to make an ad with the title: “Missing Shoe Found” that the prince would put in the newspaper when they are finished reading.
- They must include why it is important that the prince finds the owner of the shoe and provide a description of where he found the shoe.
- The students also need to include an illustration of the shoe for their ad.
- They can discuss their ads with their partners, but each student must construct their own ad on a piece of plain white paper given to them by the teacher.

**Title:** When Africa Was Home

**Author:** Karen Lynn Williams

**Publisher:** Orchard Books

**Reading Level:** 3<sup>rd</sup> Grade

**Copyright Year:** 1991

**Genre:** Multi Cultural

**Synopsis of Story:**

Peter and his family live in Africa because his father works there. He was born in Africa and had lived there his whole life, but then one day his parents tell him they are moving to America. Peter becomes upset because Africa was his home and he did not want to leave his friends. When they arrived in America Peter did not like it and he did not understand the culture. Things were different and he was terribly unhappy. Everyday he wished to be back at home, in Africa.

**Theme:** This book has a theme of figuring out where home is and trying to fit in.

**Activity One: Picture Walk**

**Origination of Idea:** This idea was adapted from a similar activity seen in Mrs. Donaldson's room at Metro North Elementary.

**Objective:**

- Students will predict what happens in the story.
- Students will begin to think about the story.

**Description of Activity:**

- The teacher will hold the book up in front of the class and flip through the pictures without reading the words.
- Students will raise their hands and try to guess what is happening in each picture. The teacher will allow every student to participate and listen to all opinions
- Students will turn to a partner and summarize the story based on the pictures and their predictions about what is going to happen.
- Then, the teacher will read the story out loud, pausing throughout the book to discuss whether the predictions were correct or incorrect.

**Activity Two: Writing a Letter**

**Origination of Idea:** This idea came from the brain of Julie Hamm.

**Objective:**

- The students will be able to explain some aspects of the American culture.

**Description of Activity:**

- The teacher will read the book When Africa Was Home out loud to the class.

- First, the teacher will ask what Peter described when he said that he, “watches a box with people in it” and what he described when he said, his mother “used a long snake to clean the floor. It ate his toys.” (answers: television and vacuum)
- The teacher would instruct the students to write a letter to Peter, describing these items and what they are used for as well as telling him games and activities children are involved with in America.
- Also, they should include some rules and guidelines he should follow when in America. (Example: Do not ask people if they have slept well. Ask them, “How are you?”)
- The letters should be in letter format and will be typed after a rough draft is written.

**Title of Book:** Tales Alive

**Title of Story:** “The Most Wonderful Gift” (page 116)

**Author:** Susan Milord

**Publisher:** Williamson Publishing

**Reading Level:** K-1<sup>st</sup> grade

**Copyright Year:** 1995

**Genre:** Multi Cultural

**Synopsis of Story:**

A mighty sultan in Turkey wants his daughter to marry the noblest man in the land. To find the noblest man he decides to hold a contest; the winner would marry his daughter. He sent word around his kingdom that the man who brought him the most wonderful gift would have the right to marry his daughter. Three young brothers hear about the contest and decide to enter. The first brother buys a magic mirror in which he could see anyone at anytime or anyplace with a quick glance. The second brother bought a magic flying carpet, and the youngest brother bought a lemon that an old woman had told him was magical. All three of the brothers’ gifts ends up saving the princess’s life, but only one had the most wonderful gift and was able to marry the princess.

**Theme:** This book has a theme of never underestimating things or people just because they seem weak or incapable.

**Activity One: You Decide**

**Origination of Idea:** This idea was obtained from page 119 from the book Tales Alive

**Objective:**

- Students will judge which gift is the best and justify their answer

**Description of Activity:**

- Read the story The Most Wonderful Gift out loud to the class. However, stop after the sentence that says, “This lemon was my gift,” he replied.
- Have the students turn to a partner and discuss which gift they think the sultan chose and provide a reason.
- Instruct them to try to come to an agreement about which gift the sultan would think was the most wonderful.
- After you allowed time for each pair to share their answer to the class, read the end of the story, revealing that the sultan chose the youngest brother’s gift of the magic lemon.

**Activity Two: Magic Potion**

**Origination of Idea:** This idea was obtained from page 123 from the book Tales Alive

**Objective:**

- The students will have a fun experience making a magic potion with “magic” lemons, just like in the book.

**Description of Activity:**

- After reading this book out loud to the students, bring out a bag of “magic” lemons from your desk.
- Tell your students the lemons are magic just like in the story and you are willing to share the lemons with them.
- Take out a pitcher and packets of Sweet and Low sugar from behind your desk.
- Explain to the class that they will help you make a magic potion to drink, but they have to help you read the recipe. (Write the recipe on the board)
- “The Magic Potion Recipe” – Fill a 2 quart pitcher full of water. Cut 8 lemons in half and squeeze the juice into the water. Pour the magic potion into cups. Add a pinch of sugar. Drink and enjoy!
- You should cut up the lemons, but let the students take turn squeezing them into the water.
- Drink the potion as a class and see if any student realizes that you have made lemonade.