



Childsplay's  
360° Theatre Resources for Schools



By José Cruz González

Music and Lyrics by  
José Cruz González

Music Arranged and Performed by  
Adam Jacobson

Adapted from the book "Tomás and the Library Lady" by Pat Mora,  
illustrated by Raul Colón. Published by Random House Children's  
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Mora. All rights reserved.

Directed by David Saar

Scenic and Costume Design by  
Holly Windingstad

Sound and Projection Design by  
Anthony Runfola

Stage Manager: Alfredo Macias

### The Cast

Adrian Hernandez..... Tomás  
Elizabeth Polen..... Library Lady

School Tour: October– December, 2011

Tempe Center for the Arts , Studio Theatre  
April 7- April 15, 2012

Recommended for ages 5 and older  
[www.childsplayaz.org](http://www.childsplayaz.org)

Production Funding Provided by:



THE ARIZONA REPUBLIC

[azcentral.com](http://azcentral.com)

## About *Tomás and the Library Lady* and Your Theatre Experience

BROUGHT TO YOU BY



U·S AIRWAYS

WHERE EDUCATION AND IMAGINATION  
TAKE FLIGHT

### The Story:

Tomás Rivera travels with his Amá, his Apá, his Papá Grande (grandfather), and his little brother Enrique from Crystal City, Texas, all the way to Hampton, Iowa, to find work picking corn, spinach and beets. Tomás is haunted by memories of a teacher in his Texas school who punished him for speaking Spanish. His parents are worried about him, but reassure him that he is smart and talented, and that his Papá Grande thinks he will become a writer or a painter some day. When the Riveras arrive in Iowa, they discover that their new home is little more than a chicken coop. But the family carries on, getting occasional treats like *pan dulce* (sweet bread) and listening to Papá Grande's stories. One day Tomás' Amá sends him to the post office, and he discovers the Carnegie Library next door. The Library Lady invites him in and introduces Tomás to books about anything and everything he can possibly imagine. Tomás enthusiastically shares the new stories that he has found with his family, and he and his brother Enrique find other books in the town dump. Tomás teaches the Library Lady some Spanish, while he becomes more confident in English and realizes that he doesn't need to be afraid of his Nightmare Teacher back in Texas any longer. Then comes the day when Tomás comes to visit the library lady and tells her that he must teach her a sad word in Spanish: *Adiós*. Tomás Rivera grew up to become the father of Chicano literature, as well as the Chancellor of the University of California at Riverside. The library there bears the name of the boy who was encouraged to read by a library lady in Iowa.

### Themes/Curricular Ties:

Storytelling \* Migrant Farm Families \* Literacy \*  
Imagination \* Unlikely Friendships \* Generations \*  
Learning a New Language \* Moving to a New Home \*  
Integration

"Love is necessary in the classroom. A teacher should realize that if he has love for children he will be creating lasting, happy individuals. A degree of love brings security to a child and makes him feel worthwhile. A child realizes he is loved and in turn will respond as a unique individual to that love."  
~Tomás Rivera, 1961

**About Childsplay:**

Childsplay is a professional non-profit theatre company of adult actors, performing for young audiences and families.

**Our Mission** is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

**What We Do:**

In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theater and see a production, can be booked by contacting Beth Olson at 480-921-5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480-921-5751. Artist in Residence Programs, which can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum, professional development for teachers), can be booked by contacting Patricia Black at 480-921-5750.

**Our Home:**

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

**Address:** 900 S. Mitchell, Tempe, AZ 85281

**Phone:** 480-921-5700

**Email:** [info@childsplayaz.org](mailto:info@childsplayaz.org) **Web:** [www.childsplayaz.org](http://www.childsplayaz.org)

**Facebook:** [www.facebook.com/chidsplayaz](http://www.facebook.com/chidsplayaz)

**To help enrich and extend your theatre experience, check out the 360° Theatre Resource Center on our website!**

**We perform at the Tempe Center for the Arts**  
**700 W. Rio Salado Parkway**  
**Tempe, AZ 85281**

**Theater Etiquette:**

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students. Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages will not be allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theatre/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.



## Things to Talk about *Before Seeing the Show...*

### About Pat Mora:

Pat Mora founded the family literacy initiative El día de los niños/El día de los libros, Children's Day/Book Day, the April 30th celebration that links all children to books, languages, and cultures on a daily basis. An award-winning author of more than twenty-five children's books, as well as adult poetry and nonfiction, Pat is a popular national speaker shaped by the U.S.-Mexico border. She speaks often at conferences, universities, and schools about the writing process, family literacy, and leadership. Her picture books include *Tomás and the Library Lady*, *Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart*, *The Song of Francis and the Animals*, and the alphabet book, *¡Marimba! Animales A-Z*. The proud mother of three grown children, Pat enjoys time with family and friends, reading, gardening, cooking, museums, and the wonder of the natural world both when she travels and when she returns to her home in beautiful Santa Fe, NM (from patmora.com).

### About Tomás Rivera:

*Tomás and the Library Lady* is based on the real life of Tomás Rivera who was born in 1935 in Crystal City, Texas, to a migrant Chicano family. Despite facing the oppressive conditions of migrant life, Rivera graduated from high school and went on to receive a bachelor's and master's degree in education from South West Texas. In 1960, he received a Ph.D. in Romance Languages from the University of Oklahoma. In 1979, he became the highest-ranking Chicano in public and private education when he accepted the position of Chancellor at the University of California, Riverside. During those years he published extensively, including his landmark novel *...y no se lo tragó la tierra* (1971), short stories and poetry posthumously gathered in *The Harvest and The Searchers: Collected Poetry*. All of his works, including his essays, are now found in *Tomás Rivera: The Complete Works*, edited by Julián Olivares (1992). All of his writings deal with the harsh life faced by Chicano migrant workers and their remarkable resiliency. Rivera was particularly concerned with the liberation of the children of Chicano migrant workers. For Rivera, this liberation was to be achieved through education. Today, Rivera is considered to be one of the most important Chicano writers and educators.

**About Migrant Farm Families in America:** Thanks to Cesar Chavez, the conditions that migrant farm workers face today are much better than they were when Tomás Rivera was a boy. Cesar's dream was to create an organization to protect and serve farm workers, whose poverty and disenfranchisement he had shared. For more than three decades Cesar led the first successful farm workers union in American history (known today as the United Farm Workers of America), achieving dignity, respect, fair wages, medical coverage, pension benefits, and humane living conditions for hundreds of thousands of farm workers. Today, hired farm workers make an important contribution to agricultural pro-

duction, accounting for about 30 percent of all farm workers. Hired farm workers help provide labor during critical production periods. Some migrate from production area to production area during several months of the year, others work locally only during harvesting season, and some work full time for a single employer.

**Storytelling:** All cultures have stories, legends and myths that they share. Families, too, pass stories down from generation to generation. Storytelling started as an oral tradition and eventually stories were documented in various ways: cave wall drawings, signals or sign language, and, of course, written language. Stories are told for entertainment, to teach a lesson, to help understand the origin of things or to help understand why things happen. Tomás listens to his Papa Grande's stories and later becomes a storyteller himself when he discovers books in the library.

### Library Magic

"¡Vamos! Let's go to the library!"

Tomás said to his family. He showed them his favorite books and his cozy reading nooks.



"¡Vamos! Let's go to the library!"

Tomás said to his friends. "Hurry!" They saw *libros* in stacks and rows. They laughed at funny puppet shows.

¡Vamos! Let's all go to the library!

Join the fun, a treasure house that's free. Bring your friends and family. Stories, computers, maps and more, facts, fun. Enter the magic door. Like Tomás, open books and soar. Be a reader. Explore galore.

**In memory of the leader, educator and author,  
Tomás Rivera**

~Pat Mora, 2005



Elizabeth Polen. and Adrian Hernandez.





**Childsplay's 360° Theatre Resources for Schools**  
**Who's who in *Tomás and the Library Lady***  
**2011-2012 Season**  
**[www.childsplayaz.org](http://www.childsplayaz.org)**

**Adrian Hernandez (Tomás):** After doing last year's tour of *New Kid*, Adrian is excited to be back working with Childsplay again! Especially such a fun and loving story that he can personally relate too. Adrian was born in Culiacan, Sinaloa Mexico and was brought to the USA at the age of three. He has a double major in Theatre and Business Management from Arizona State University. In addition to working on this show he is also the choreographer for ASU mainstage production of *Zoot Suit*. When he is not on tour or teaching choreography you can find him working his other two jobs or at Phoenix Theatre where he is currently taking acting classes with Arizona Actors Academy. He would like to thank everyone at Childsplay for this wonderful opportunity and he hopes you enjoy the show!



**Elizabeth Polen (Library Lady):** Liz has been working for Childsplay since their 07/08 season. She debuted as the Grandma in the touring show *In My Grandmother's Purse*. Since then she has been in two other tour shows and played the role of Lavita in *Miss Nelson is Missing*. She also has become a Childsplay teaching artist. Other valley theatre companies she has worked with include Southwest Shakespeare, Theaterworks, New Carpa, and Desert Stages. In '07 she earned her BA in Theatre Arts from Gordon College in Massachusetts. Last summer she completed a summer intensive with Cornerstone Theater Co. in LA. Once again, she is thrilled at the opportunity to bring this story to life and share it with schools all over the valley.

**Alfredo Macias (Tour Stage Manager)** is an ASU graduate with a Bachelor of Arts in Theatre thrilled to be returning to Childsplay for this AZ tour after being out on the National Tour of *Ferdinand the Bull* last season. Most recently, he designed props for *The Sparrow* at Stray Cat Theatre in Tempe, AZ. He worked with Stray Cat as their resident stage manager since 2006. Some of his favorites there include *Speech & Debate*, *columbinus*, *Trainspotting*, *4.48 Psychosis*, *Fatal Attraction: A Greek Tragedy*, *Dog sees goD: Confessions of a Teenage Blockhead*, *Pulp*, and *12th Night of the Living Dead*. Other credits with Childsplay include *Androcles and the Lion*, the AZ tour of *Rock, Paper, Scissors*, *Ferdinand the Bull* (the original production), and *Miss Nelson is Missing*. Stage managing credits include *Bash* with Class6 Theatre as well as the world premiere of *Voices of Valor* by James Garcia for both ASU/Gammage and the University of Texas Austin. He stage managed the co-produced Arizona Theatre Company production of *Fully Committed* at the Mesa Arts Center, the '07 & '08 summer seasons for Shakespeare Sedona, and also assistant stage managed *La Boheme* and *The Magic Flute* for the Phoenix Metropolitan Opera. Much love to my family and partner Brad who continue to support and encourage my work.



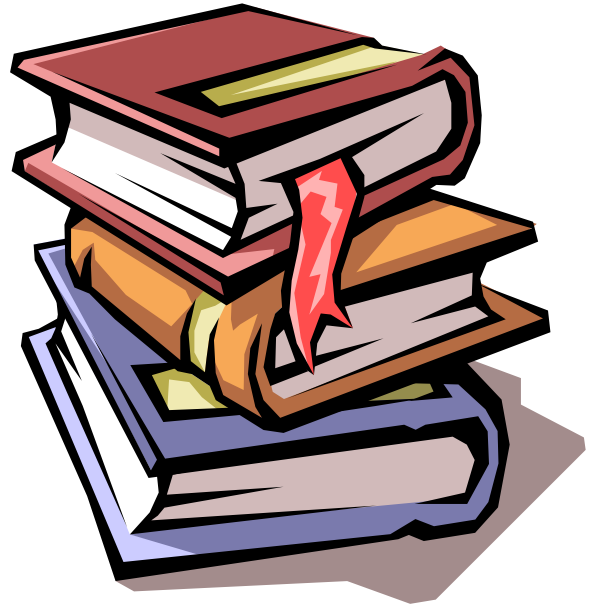
We asked the cast and stage manager of *Tomás and the Library Lady*...

**When did you learn how to read and what was your favorite book as a child?**

**Alfredo:** I first learned how to read when I was in kindergarten at school. I have always been in love with books and growing up some of my favorites were *Sideways Stories from Wayside School*, all the Goosebumps books, and *The Giver*.

**Adrian:** I learned to read when I was in kindergarten at Galveston elementary school in Chandler and my favorite book as a child was *Brown Bear Brown Bear What Do You See*.

**Liz:** Initially, I was a bit of a slow learner when it came to reading. But by the time I was in 2nd grade I was obsessed with all of the *Little House on the Prairie* books. Soon to be followed by my love of *Number the Stars* and *The Giver*.



**How many languages do you speak and what was the first language you learned?**

**Alfredo:** I am fluent in Spanish and English. I grew up talking Spanish with my family and later learned English when I was in school. My parents were very dedicated to making sure I didn't forget how to speak Spanish at home, and I thank them for that a lot. I sometimes pretend to speak French as well, but I can only understand a few words here and there. One day I will conquer that language too!

**Adrian:** I am fluent in two languages: English and Spanish. The first language I learned was Spanish.

**Liz:** English is my first and only fluent language. However, I studied Spanish throughout high school and a couple years ago had the opportunity to live in Mexico for 6 months. Through those combined experiences I can hold a decent conversation in Spanish, which I love. My next dream is tackle French!





**Childsplay's 360° Theatre Resources for Schools**  
**Pre and Post Show Discussion Questions for *Tomás and the Library Lady***  
**2011-2012 Season**  
**[www.childsplayaz.org](http://www.childsplayaz.org)**

**Questions to Ask Before Seeing the Production:**

- 1) Tomás learns English as his second language. Does your family speak a language other than English at home? Have you ever been in a situation where you didn't understand the language someone was speaking? How did it make you feel?
- 2) Tomás develops a special relationship with the librarian. Is there an adult who has influenced your life or shared something special with you?
- 3) When Tomás reads, his imagination takes him right into the story. If you could become a part of one of your favorite books, which book and what part of the story would it be?
- 4) Tomás hears many stories from his Papa Grande. What is your favorite story that you like to hear again and again? Why do you think we like to hear stories more than once?
- 5) When did you first learn to read? What was the first book you read by yourself?
- 6) Tomás goes to a place that is very different from his home. Have you travelled to another place? What was different about it? What did you like about it?
- 7) We all have dreams when we sleep. Sometimes they are pleasant and sometimes they are nightmares. Share a dream that you've had. Have you ever had the same dream more than once? Why do you think that happens?

**Questions to Ask After Seeing the Production:**

- 1) How was the play similar to the book? How was it different? Do you remember images from the book that appeared in the play? What do you remember from the play that was not in the book?
- 2) All plays have three P's: *People* in a *Place* with a *Problem*. Where does the play take place? Who are the people? What are the problems? What happens at the beginning of the play? The middle? The end?
- 3) Tomás moves a lot between Texas and Iowa. Have you ever had two "homes" at once? What would it be like to have to leave your home for months at a time? What would you miss the most?
- 4) Tomás overcomes his fear of his teacher...what helps him overcome his fear? Have you ever had to overcome something you were afraid of? How did you do it?
- 5) What did the Library Lady learn from Tomás? What are some of examples of ways adults can learn from young people?
- 6) Tomás had to practice a lot in order to become good at reading and speaking English. What is something you've had to work very hard to achieve?
- 7) Papa Grande thinks Tomás is going to be a writer or painter someday. What do your parents or grandparents want you to be? What do you want to be?
- 8) Tomás has a hard time saying goodbye to the Library Lady. Have you ever had to say goodbye to someone who you knew you wouldn't see for a long time? How did you feel?
- 9) The actors play more than one character. How do they make the characters different from one another?



## Childsplay's 360° Theatre Resources for Schools

### Classroom and Homework Activities for: *Tomás and the Library Lady*

2011-2012 Season

[www.childsplayaz.org](http://www.childsplayaz.org)

# 5

#### Minute Activities

1) Tomás tells the library lady he would like to read about tigers and dinosaurs. What do you want to learn about? Make a list of 5 things that you would like to read about. Ask a parent or teacher to help you find books about your topics and as you read, write down the information you learn in a notebook. Share the information with a family member or friend. Read a little everyday. **Reading: S1: C4: Acquire and use new vocabulary in relevant contexts.**

2) Here is a list of some of the Spanish words used in the play. Using these words and other basic vocabulary words in Spanish, learn 3 words a day. Discuss pronunciation and definitions and have students collect the words in a notebook.

compadre	maestro	lapis
vámonos	la luna	gato
elotes	espinaca	perro
pájaro	familia	carro
cuento	libros	
prestar	el tigre	

**Reading: S1: C4: Acquire and use new vocabulary in relevant contexts.**

3) Tomás experiences many emotions during the play. How many emotions can you remember? As a class, make a list of his emotions. Here are some examples:

~*Frustration* at not being able to understand the teacher.

~*Excitement* when he gets lost in books

~*Sadness* when he has to say goodbye to the Library Lady.

Working in your own space, use your body, face and imagination to communicate or show each of the emotions. **Gr 3-5 Health: S4: C1: PO1: Demonstrate effective verbal and nonverbal communication skills to enhance health.**

# 15

#### Minute Activities

1) In groups of 3 or 4, choose a picture from a book, magazine or newspaper (with 3 or 4 people or animals in it) that you could bring to life. Talk about what is happening at the moment the picture was taken. What would happen next? Decide exactly what happens, what the characters say and do and how the scene can end. Then re-create the picture by freezing in place. Let the picture come to life and continue into a scene. Create an equally interesting frozen picture to hold at the end of the scene. Share with the class. **Theatre: S1: C1: PO201: collaborate to create a scenario/script as a team.**

2) Sometimes time can move very slowly and a minute can feel like an hour! Divide into groups of 4 or 5. Create a scene that shows just a minute of time in which Tomás and his family are on the long truck ride to Iowa. What would they do? What would they talk about? How would they feel about being in the hot truck for such a long time? Share your scenes with the rest of the class. **SS: G2: S5: C1: PO1: Discuss how scarcity requires people to make choices**

3) Try the Story Circle game. Start by sitting in a circle and choosing a topic for a story. One person begins by sharing one sentence. Each person contributes one sentence to the story and by the time the last person contributes, the story should be complete. Make sure you listen to each other and work as a team to give the story a beginning, middle and end. Variations: One Word Story (each person adds only one word) or Story Ball (person holding the ball says one sentence and then tosses the ball to another person who share one sentence and so on). **Listening & Speaking: K: LS-R1: Tell a creative story in a logical sequence.**

# 30

#### Minute Activities

1) Research the route from Texas to Iowa and draw pictures of things that Tomás and his family may have seen along the way. Look for geography, towns, terrain, weather, plant and animal life, bodies of water, landmarks, etc. Using paper (butcher block) create the route (roads and highways) and hang it across a wall in your classroom. Label each picture with what it is and where it can be found along the route. Hang it in the approximate location. **G2: S4: C1: PO3: Construct a map that includes a compass rose, symbols and a key.**

2) Papá Grande always starts his stories with "En un tiempo pasado..." meaning once upon a time in Spanish. Write a story starting with these words and incorporate as many Spanish words and phrases as you can. You can also start with "Once upon a time," and write the story in Spanish incorporating English words. Make sure your story has a clear beginning, middle and end. Take turns reading aloud to the class. **Writing: Gr2: S3: C1: PO1: Write a narrative that includes a main idea, characters, and a sequence of events.**

3) Illustrations are a big part of the book *Tomás and the Library Lady*. Write a story (or use the bilingual story from the above activity) that has a clear beginning, middle and end. Next, trade stories with a classmate and illustrate their story. Choose two moments (or more) from the story that you can draw illustrations for. Hold up your illustrations while the author reads his/her story aloud to the class. **Visual Arts: S1:C4:PO101: Select and use subject matter and/or symbols in his or her own artwork.**





**Childsplay's 360° Theatre Resources for Schools**  
**Booklist and Websites for *Tomás and the Library Lady***  
**2011-2012 Season**  
**[www.childsplayaz.org](http://www.childsplayaz.org)**

\*Prepared with the help of Tim Wadham, Member, National Board, Association for Library Service to Children

**Other books by Pat Mora**

*Confetti: Poems for Children*

*A Library for Juana: The World of Sor Juana Inés*

*Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart*

**Speaking Two Languages**

*Pepita Talks Twice/Pepita Habla Dos Veces* by Ofelia Dumas Lachtman

*Margaret and Margarita/Margarita y Margaret* by Lynn Reiser

**Integration**

*The Story of Ruby Bridges* by Robert Coles

*Through My Eyes* by Ruby Bridges

*Remember: The Journey to School Integration* by Toni Morrison

**Families**

*Poems to Dream Together/Poemas par soñar juntos* by Francisco X. Alarcón

*Barrio: José's Neighborhood* by George Ancona

*In My Family* by Carmen Lomas Garza

*Family Pictures/Cuadros de Familia* by Carmen Lomas Garza

*Magic Windows* by Carmen Lomas Garza

*Calling the Doves/El canto de las palomas* by Juan Felipe Herrera

*The Mexican-American Family Album* by Dorothy Hoobler

**Libraries**

*How My Library Grew: By Dinah* by Martha Alexander

*I Like Books* by Anthony Browne

*Book! Book! Book!* by Debora Bruss

*Sophie and Sammy's Library Sleepover* by Judith Caseley

*Clemens' Kingdom* by Chris L Demarest

*Jazper* by Richard Egielski

*Stella Louella's Runaway Book* by Lisa Campbell Ernst

*A Bedtime Story* by Mem Fox

*Quiet! There's a Canary in the Library* by Don Freeman

*The Babies are Coming!* by Amy Hest

*Walter's Magic Wand* by Eric Houghton

*The Tale of Thomas Meade* by Pat Hutchins

*I Love My Little Storybook* by Anita Jeram

*I Take My Frog to the Library* by Eric A. Kimmell

*Book George* by Ella Lyon

*Edward and the Pirates* by David McPhail

*Edward in the Jungle* by David McPhail

*Fix-It.* by David McPhail

*Beatrice Doesn't Want To* by Laura Joffe Numeroff

*I Like the Library* by Anne Rockwell

*Wild About Books* by Judy Sierra

*The Library* by Sarah Stewart

*Read to Your Bunny* by Rosemary Wells

*Library Lil* by Suzanne Williams

**Migrant Workers**

*Amelia's Road* by Linda Jacob's Altman

*Migrant Worker: A Boy from the Rio Grande Valley* by Diane Hoyt-Goldsmith

*Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull

*Cesar: Si Se Puede* by Carment T. Bernier-Grand

*Elgy on the Death of Cesar Chavez* by Rudolfo Anaya

*Lights on the River* by Jane Resh Thomas

*Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* by Jerry Stanley

**Telling Stories**

*Voices from the Field: Children of Migrant Farmworkers Tell Their Stories* by S. Beth Atkin

*Gooney Bird Greene* by Lois Lowry

**Interesting Internet Links:**

**[www.rif.org](http://www.rif.org)**

-Reading is fundamental!

**[www.patmora.com](http://www.patmora.com)**

-Author Pat Mora's website

**[www.absoluteastronomy.com/topics/Tomás\\_Rivera](http://www.absoluteastronomy.com/topics/Tomás_Rivera)**

-all about Tomás Rivera

**[www.cesarchavezfoundation.org](http://www.cesarchavezfoundation.org)**

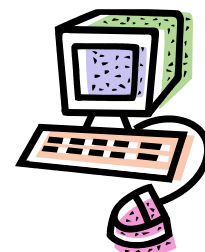
-curricular resources on Cesar Chavez

**[www.loc.gov](http://www.loc.gov)**

-The Library of Congress

**[www.literacyconnections.com](http://www.literacyconnections.com)**

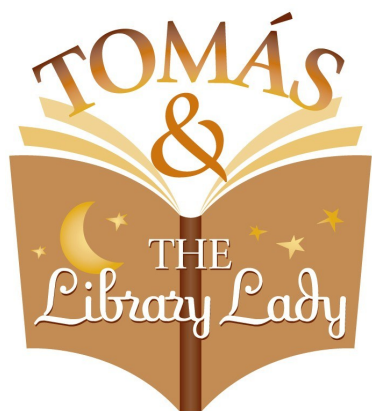
-resources for reading and literacy







**Childsplay's 360°  
Theatre Resources for Schools  
Student Pages for:**



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**The Cast**

**Adrian Hernandez. . . . . Tomás**

**Elizabeth Polen. . . . . Library Lady**

**School Tour: October– December, 2011**

**Tempe Center for the Arts , Studio Theatre  
April 7- April 15, 2012**

**[www.childsplayaz.org](http://www.childsplayaz.org)**

**Today you saw a production of *Tomás and the Library Lady* performed by Childsplay. Here are some things to think about and some activities to do now that you've seen the show!**

**Tell your family and/or friends about the play:**

- Who were the characters? Which character was your favorite and why? What did the characters do? Was there a character that you disliked? Why? What was your favorite part of the play?
- Talk about the costumes, scenery, props, music and sound effects that were used in the production. Draw pictures to help describe the different costumes and scenery. What was your favorite costume? What was something about the scenery that you liked?
- The play is based on the book by Pat Mora. You can check it out in the library or buy it in a bookstore. Read (or re-read) the book. How is the play similar to the book? How is it different?
- What is something new that you learned from the play?
- What are the many emotions (feelings) that Tomás feels in the play? What happens to make him feel these emotions?

**What do you remember? Fill in the blanks  
(Answers on page 3).**

- 1) Tomás and his family drive to \_\_\_\_\_ so they can pick crops like \_\_\_\_\_ and \_\_\_\_\_.
- 2) Tomás's Texas teacher told Tomás he was \_\_\_\_\_ and told him not to speak \_\_\_\_\_. He was upset and confused because he didn't understand \_\_\_\_\_.
- 3) Tomás asks his Papa Grande to tell him a *cuento* or, in English, a \_\_\_\_\_.
- 4) The library lady lets Tomás \_\_\_\_\_ books from the library so he takes them home and reads to his \_\_\_\_\_.
- 5) Tomás teaches the library lady \_\_\_\_\_ words and she teaches him \_\_\_\_\_ words.

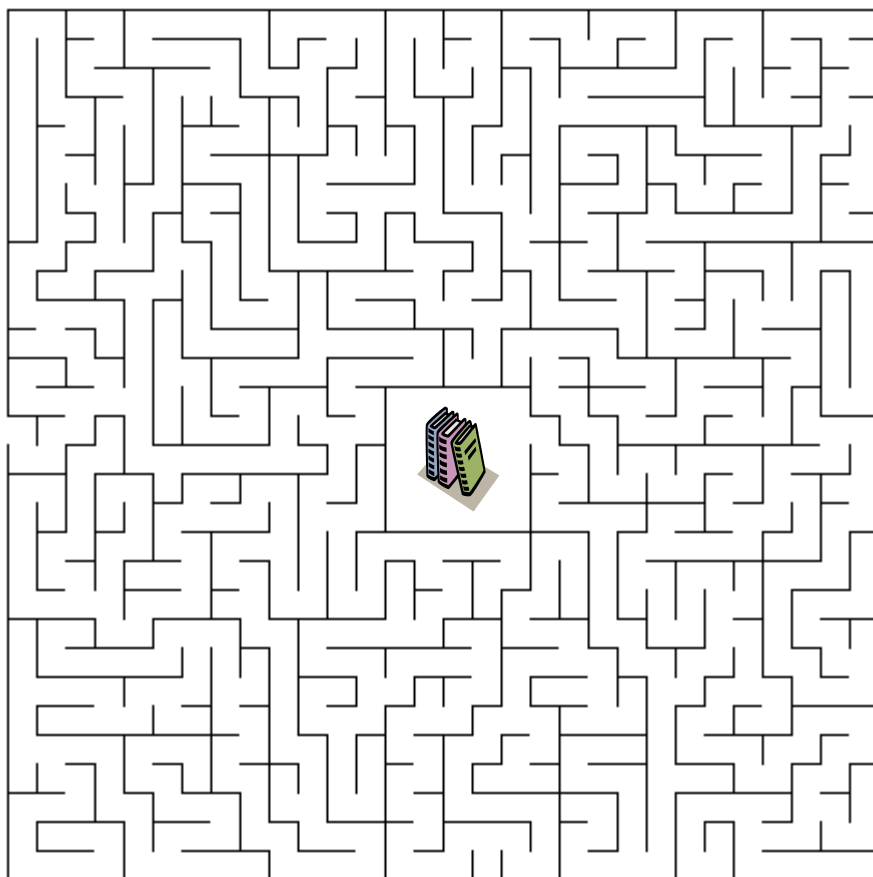
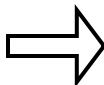
**Match the English word with the correct Spanish word/ Conecte la palabra en inglés con la palabra en español**

maestra	corn
Vámonos	car
la luna	books
elotes	story
betabeles	let's go
espinaca	tiger
carro	teacher
familia	beets
cuento	cat
carne	bird
libros	meat
prestar	family
el tigre	moon
lapis	spinach
pájaro	pencil
gato	lend

**Help Tomás find his books!**



**Start here:**



**WORD SEARCH:** Circle the following words in the puzzle. Words can go up, down, diagonally or backwards. Check the words off as you find them.

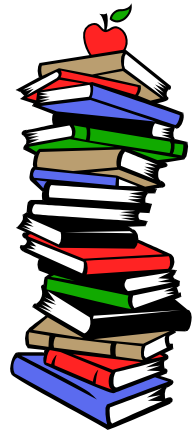
LIBRARY	_____
IOWA	_____
TEXAS	_____
TIGER	_____
DINOSAUR	_____
SPANISH	_____
ENGLISH	_____
TEACHER	_____
BOOKS	_____
STORIES	_____
MOON	_____
CORN	_____

W	J	A	K	H	Z	G	Y	X	T	Z	G	G	O	U
Q	S	I	Z	S	X	W	O	I	N	U	F	U	E	R
K	C	G	W	I	U	H	G	R	P	F	V	C	T	M
K	N	C	O	N	W	E	O	M	P	F	X	O	C	Y
A	C	W	E	A	R	C	I	P	I	O	S	G	F	Q
P	W	P	O	P	U	X	P	A	I	U	R	V	X	J
I	Y	O	S	S	N	E	D	T	U	S	B	N	T	V
C	O	R	I	T	O	T	T	E	S	C	H	Z	S	B
Q	N	Y	A	I	O	G	N	X	E	U	O	H	Y	K
V	K	T	H	R	M	R	X	A	M	T	S	R	N	L
S	K	O	O	B	B	U	I	S	X	I	F	Q	U	Q
R	U	A	S	O	N	I	D	E	L	C	T	I	Q	M
A	O	D	R	N	Z	D	L	G	S	E	V	W	I	C
Q	U	T	U	C	F	I	N	T	E	A	C	H	E	R
Q	Y	T	Y	J	D	E	F	I	S	I	W	D	X	H

**Go on a scavenger hunt for books in your local library. See if you can find the following books. Check them off as you find them!**

**Found it!**

- \_\_\_\_\_ *Barrio: José's Neighborhood* by George Ancona
- \_\_\_\_\_ *Gooney Bird Greene* by Lois Lowry
- \_\_\_\_\_ *Wild About Books* by Judy Sierra
- \_\_\_\_\_ *I Take My Frog to the Library* by Eric A. Kimmell
- \_\_\_\_\_ *Sophie and Sammy's Library Sleepover* by Judith Caseley
- \_\_\_\_\_ *Remember: The Journey to School Integration* by Toni Morrison
- \_\_\_\_\_ *Pepita Talks Twice/Pepita Habla Dos Veces* by Ofelia Dumas Lachtman
- \_\_\_\_\_ *Confetti: Poems for Children* by Pat Mora
- \_\_\_\_\_ *A Library for Juana: The World of Sor Juana Inés* by Pat Mora
- \_\_\_\_\_ *Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart* by Pat Mora



**Map Making:** Draw a map that leads Tomás and his family from Texas to Iowa. Use a US map to help trace the route. How is Texas different from Iowa? Research the route on the internet and in books. Draw in landmarks, towns, terrain, weather, animals, flowers and trees that the family might have seen along the way.

**Library Magic**

“¡Vamos! Let's go to the library!” Tomás said to his family. He showed them his favorite books and his cozy reading nooks.



“¡Vamos! Let's go to the library!” Tomás said to his friends. “Hurry!” They saw *libros* in stacks and rows. They laughed at funny puppet shows.

¡Vamos! Let's all go to the library! Join the fun, a treasure house that's free. Bring your friends and family. Stories, computers, maps and more, facts, fun. Enter the magic door. Like Tomás, open books and soar. Be a reader. Explore galore.

~In memory of the leader, educator and author, Tomás Rivera

~Pat Mora, 2005

**Internet Sites to Look at:**

**[www.patmora.com](http://www.patmora.com)**

~the book's author Pat Mora's Website

**[www.rif.org/readingplanet](http://www.rif.org/readingplanet)**

~reading is fundamental activities for youths

**[www.childsplayaz.org](http://www.childsplayaz.org)**

~Childsplay Theater Company's website

**[www.funbrain.com/lang/index.html](http://www.funbrain.com/lang/index.html)**

~a fun site with activities to help you learn Spanish



**Answers to What Do You Remember:**

- 1) Iowa, corn, beets
- 2) lazy, Spanish, English
- 3) story
- 4) borrow, family
- 5) Spanish, English



How many books can you read in one month? Write down the title, author, and number of pages. When you're finished with the book, give it a score of 1 to 5 stars with 5 stars being excellent and 1 star being not very good. Use this form to keep track of what you read and then add up the grand total after a month is over. If you read more than 5 books a week (wow), use an additional piece of paper to keep track of them!

<u>Week 1:</u>	<u>Book Title</u>	<u>Author</u>	<u>Number of Pages</u>	<u>Rating (out of 5 stars)</u>
1.				
2.				
3.				
4.				
5.				
<u>Week 2:</u>				
1.				
2.				
3.				
4.				
5.				
<u>Week 3:</u>				
1.				
2.				
3.				
4.				
5.				
<u>Week 4:</u>				
1.				
2.				
3.				
4.				
5.				
				Grand Total: _____