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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.**

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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.**

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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.**