

Three Latin American Folktales

Denver Public Schools

In partnership with Metropolitan State College of Denver



El Alma de la Raza Project



Three Latin American Folktales

By Nina Daugherty

Grades K–1

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

Loyola A. Martinez, Project Director

Three Latin American Folktales

Unit Concepts

- Storytelling
- Immigration
- Characterizations
- Geography

Standards Addressed by This Unit

Reading and Writing

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

Students write and speak for a variety of purposes and audiences. (RW2)

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

Students apply thinking skill to their reading, writing, speaking, and viewing. (RW4)

Geography

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

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Visual Arts

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

Students know and apply elements of art, principles of design, and sensory expressive, and creative features of visual arts. (VA2)

Introduction

In Latin American folktales, as in folktales throughout the world, children of Latin decent will be introduced to characters who reflect their own diverse culture. All children need strong role models to give them a broader perspective and validate their experiences. These three Latin American tales are authentic connections to their lives. This validation is important not only for Latino children, but to help individuals from all cultures enjoy and learn from the Latino experience.

Folktales evolved over the centuries from storytelling. The oral tradition offered entertainment, recounted history, and explained the unexplainable. Additionally, morals and the social values of a culture could be taught in a subtle manner allowing the listener to draw his or her own conclusions. The mysterious, miraculous, and the unknown engage even the youngest listeners. Magical forces enable the heroes and heroines to combat injustice and evil. Characters and their accompanying problems, whether animals or human, frequently are depicted as

everyday beings found in all societies. Participants, therefore, can freely relate to the adventures and enjoy the world of fantasy while stimulating their imagination.

The folktales found in this unit are included because the characters are, for the most part, ordinary people or animals. These characters are going about their daily lives when the unexpected occurs or mistakes are made. These mistakes and occurrences are easily identifiable by the students, allowing them to make inferences about the outcomes. In “The Gentle People,” for example, a member of the community unwittingly ventures into the forbidden forest. This causes an unfortunate chain of events and consequences for his tribe. In this tale, and in “The Search for the Magic Lake,” a monarch plays a part in the outcome. An average citizen, however, plays the pivotal role.

Implementation Guidelines

This unit has been developed for kindergarten and first-grade students. Lessons have been created so that children of diverse backgrounds and ability levels can participate fully. Particular attention is paid so that English Language Learners can expand oral and written vocabulary, syntax, and grammar. The three folktales included here are Latin American in origin. The learner will achieve a fuller exposure to the history, culture, and diversity of the Latin American world.

As part of the culmination of this unit, it is recommended to invite parents to come to the final class and prepare to share a folktale that had been passed down to them. Send home the letter on page 25 and with the Family History Form (on page 26) at the beginning of Lesson 5 (or sooner) so that parents can plan to attend.

Instructional Materials and Resources

The following resources are needed for implementing this unit:

Lesson 1

Large chart paper

Markers

“Medio Pollito,” and other folktales the teacher has in her/his room, i.e. *The Three Little Pigs*, *Los Tres Pequeños Jabalíes—The Three Little Javalinas*, *Momentos Mágicos—Magic Moments* by Olga Loya, *Pre-Columbian Stories* by Robert Hull

Lesson 2

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

Diego by Jonah Winter

Butcher paper

Chart made in Lesson 1

Template for components of the story

Crayons or markers

Lesson 3

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

The Unicorn of the West by Alma Flor Ada

Template for weather vane of Medio Pollito

Scissors

Popsicle sticks

Crayons

Lesson 4

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

He Llama’s Secret: A Peruvian Legend by Argentina Palacios

Flip Book: three pieces each of blank paper to make each child’s book (template included)

Stapler

Crayons

Chart paper for large Venn diagram

Lesson 5

Letter to parents requesting family information

Family history worksheet to send home with each child

Large world map

Globe

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Butcher paper for the Stair-Step Story Map

Stair-step worksheets one for each child

Four pieces of butcher paper; each a different color and about five-feet long

Two six-foot lengths of blue butcher paper (for the ocean)

One six-foot length of brown butcher paper (for the continents)

One four-foot length of white butcher paper (for Antarctica and the polar ice cap of the north pole)

One six-foot length of yellow butcher paper for creating large national maps to overlay on the floor map: Spain, Peru, Argentina, the United States, and Mexico

Three pieces of chart paper

Markers

Crayons

Lesson 6

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González,

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Three pieces of large chart paper, markers

The Dancing Turtle, A Folktale from Brazil by Pleasant De Spain (optional)

Lesson 7

Template for masks

Scissors

Crayons

Glue

Flip books

Murals and wall charts

Other craft items for decorating the masks

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Lesson 8

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Plain white paper; one for each student

Crayons or markers

Murals, charts, and other work done in previous lessons

Other craft supplies to decorate the masks or props

Multiple copies of the speaking/acting parts of various characters and narrators, from each of the three tales.

Lesson 9

Completed family history worksheets

Floor or wall map from Lesson 6

Masks

Wall charts

Flip books

Copies of parts for characters

Refreshments (optional)

Lesson Summary

Lesson 1	Those Wonderful Folktales! 6 Elements of a Folktale. Selected reading of “Medio Pollito,” retold by Lucía M. González.
Lesson 2	Map-A-Story on a Mural 9 Components of a story are introduced. Students learn to create a Story Map Mural.
Lesson 3	Let’s Make a Weather Vane 12 Students learn the four directions, and what information we get from weather vanes. Students construct a weather vane.
Lesson 4	“The Gentle People” 15 Read “The Gentle People,” learn sequence, and create sequence books.
Lesson 5	Oh! Where Are We? 21 Students learn maps, globe skills, and story sequencing.
Lesson 6	What Happens When? 28 Students learn Cause and Effect, chart the actions, events, decisions, and outcomes of the three literary selections.
Lesson 7	Those Wonderful Masks! 31 Mask Making and Drama—Students make masks of characters and/or events of the three tales and retell the tales.
Lesson 8	I Am Powerful! 35 Students delve into magical powers and create illustrations of him/herself using magical powers.
Lesson 9	We Are Family! 37 Families share histories and folktales.

Lesson 1: Those Wonderful Folktales!

What will students be learning?

STANDARDS

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

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 apply formal usage in speaking.

Students will read (listen to) classic literature representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will identify folktales as fiction.

Students will use complete sentences when giving responses.

Students will use background knowledge to compare the folktale “Medio Pollito” to stories they already know.

SPECIFICS

Folktales are stories told by common people that are often handed down through generations of families. Some common characteristics of folktales are that the characters often have magical or supernatural powers that help them. Sometimes the characters are animals with human traits, such as the ability to speak. Good often, but not always, triumphs over evil. Folktales help teach history, traditions, and moral values of a culture.

A fictional story is invented or created and may depart from reality. The characters and action may be totally or partly based on true events but are expanded to make the story more interesting.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Comprehension Strategies

Discussions

Vocabulary Building

Modeled Listening and Speaking

Teacher-Directed Questioning

PRELIMINARY LESSON PREPARATION:

Have chart paper and a marker ready to write children’s responses. Assess prior knowledge by asking: “What is a folktale?” “What is the difference between a make-believe story and a real story?” Discuss stories, movies, or books familiar to students to reinforce the concepts of make-believe and real.

PRETEACHING

Introduce or review the following list of vocabulary words:

Folktale a story, usually fiction, handed down through generations

Weather vane a device mounted on top of a building that shows which way the wind is blowing

Brook..... water that is flowing like a river

Fiction a story that is made up, or make-believe

Nonfiction a story that is real

Mill a building where wheat is ground into flour

Madrid the capitol city of Spain

ACTIVITIES

Introduce the elements of a folktale. Explain that folktales are stories that are make-believe. Present a variety of folktales. Students can indicate the titles they are familiar with. Discuss the parts of each tale that are fact or fiction. Do a shared reading of “Medio Pollito” from *Señor Cat’s Romance* by Lucía González.

Compare a previously read folktale with “Medio Pollito,” identifying the facts and fiction components. Correct sentence structure, verb tenses, syntax, and other grammar components will be reinforced throughout the lesson. Emphasize the following elements of a folktale:

Folktales are stories told by common people; often handed down through generations of families.

Magic or supernatural powers are often part of the character traits.

Characters are often animals with human traits, such as the ability to speak.

Good often, but not always, triumphs over evil.

Folktales help teach history, traditions, and moral values of a culture.

RESOURCES/MATERIALS

“Medio Pollito” from *Señor Cat’s Romance* by Lucía González

Other folktales, such as:

Los Tres Pequeños Jabalíes—The Three Little Javelinas by Susan Lowell

Momentos Mágicos—Magic Moments by Olga Loya

Pre-Columbian Stories by Robert Hull

De Colores and Other Latin American Folk Songs for Children (CD) by José-Luis Orozco

Chart paper

Marker

ASSESSMENT

Students will correctly identify one or more elements of fiction in “Medio Pollito.” Students will compare the elements of two or three previously read fiction stories to “Medio Pollito.” Students will use correct grammar and syntax in sentences.

<u>Rubric Points</u>	<u>Description</u>
4	Orally, the student correctly identifies “Medio Pollito” as fiction, compares “Medio Pollito” to any fiction story, and uses correct grammar and syntax in his/her explanation. Demonstrates a good understanding of fact and/or fiction.
3	Student identifies “Medio Pollito” as fiction and uses correct grammar and can name two or more literary selections as they relate to “Medio Pollito.”
2	Student identifies “Medio Pollito” as fiction. Student is limited to the number of previously read literary selections that can be compared to “Medio Pollito” and struggles with correct sentence structure.
1	Student is unable to identify “Medio Pollito” as fiction or compare it to another story. Student does not have a good command of correct grammar.

Lesson 2: Map-A-Story on a Mural

What will students be learning?

STANDARDS

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

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)

BENCHMARKS

Students will use comprehension strategies.

Students will make connections between prior knowledge and what they need to know about a topic before reading it.

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

OBJECTIVES

Students will identify main components of a story (characters, setting, problem, solution).

Students will respond in complete sentences using formal grammar, usage, and sentence structure.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Comprehension Strategies

Discussion

Teacher-Directed Questioning

Read Aloud

PRELIMINARY LESSON PREPARATION

On a piece of butcher paper approximately four feet in length, make columns for main headings: 1) characters; 2) setting; 3) problem; and 4) solutions.

ACTIVITIES

Review “Medio Pollito” by having the students share what they remember of the story read in Lesson 1. As the students retell the tale, write information and/or draw pictures in the correct categories. Model what you want them to do on their own papers and establish a framework for understanding fiction. Write sentences to go with the pictures, discussing appropriate verb usage, sentence structure, and conventions of writing. Point out how the different categories help us to understand fiction stories.

Read *Diego* by Jonah Winter and introduce Diego Rivera, emphasizing that he was a world-famous Mexican muralist. Explain the purpose of murals and the messages they often convey. Display the mural so students can use it for reference. Distribute the “Parts of a Story” worksheet.

VOCABULARY

- Characters human, animals, plants, mountains, or supernatural beings that have an active role in a story
- Setting the location(s) where the story occurs
- Problem that part of the tale that provides the story’s action—for example, Medio Pollito wants to go to Madrid to meet the king but various situations occur that prevent him from achieving his goal
- Solution how the characters resolve the problem and how the story ends
- Mural a picture, often conveying a message, that is painted on walls or in other public settings

Pronunciation

Medio Pollito (Spanish for Little Half Chick)—*MAY-dee-oh poh-YEE-toe*
Diego Rivera—*dee-AY-go ri-vair-uh*

RESOURCES/MATERIALS

- “Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González
Diego by Jonah Winter
Butcher paper approximately four-feet long
Chart made during Lesson 1
Copies of the “Parts of a Story” worksheet—one for each child
Markers
Crayons

ASSESSMENT

Children correctly list the parts of a folktale/fiction story—characters, setting, problem, and solutions. Students speak in complete sentences, using formal grammar and correct sentence structure.

Name _____

Parts of a Story Worksheet

Characters

Setting

Problem

Solution

Lesson 3: Let's Make a Weather Vane

What will students be learning?

STANDARDS

Students know and apply visual art materials, tools, techniques, and processes. (VA3)
Students know how to use and construct maps and other geographic tools and derive information about people, places, and environments. (G1)

BENCHMARKS

Students will use different materials, tools, techniques, and processes in creating their own works of art.
Students will select and use appropriate materials, tools, techniques, and processes for a specific artistic purpose.
Students develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will locate north, south, east, and west.
Students will understand the function of a weather vane.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Guided Instruction
Teacher Demonstration
Independent Practice
Total Physical Response

PRELIMINARY LESSON PREPARATION

Have a model of the weather vane prepared so the students can see the finished product.

ACTIVITIES

Review what happened to Medio Pollito at the end of the story. Discuss the function of a weather vane. Ask if any of the children have seen a weather vane on top of houses or buildings. Show the picture of Medio Pollito as a weather vane. Explain how the weather vane works with the wind to indicate wind direction.

Do a shared reading of *The Unicorn of the West* by Alma Flor Ada. Discuss the four directions and how they help us know location, read maps, and how to get from one place to another.

Take the class outdoors to help orient them. Using the mountains in the west (if the class is on the Front Range in Colorado), begin to teach how the four directions can be found if one direction is known. For example, if one is facing west, north will always be on the right and south will always be on the left. This is a difficult concept for some learners. Simple and short practice sessions are the best. Pairing students may be the most effective way to help them

understand this abstract concept. As the class grows more proficient, walk to less familiar locations around the building to gradually increase the level of difficulty. Explain the instructions for making the weather vane. Show them the finished model.

RESOURCES/MATERIALS

One copy of the weather vane template for each child (using tag board will make it stronger)

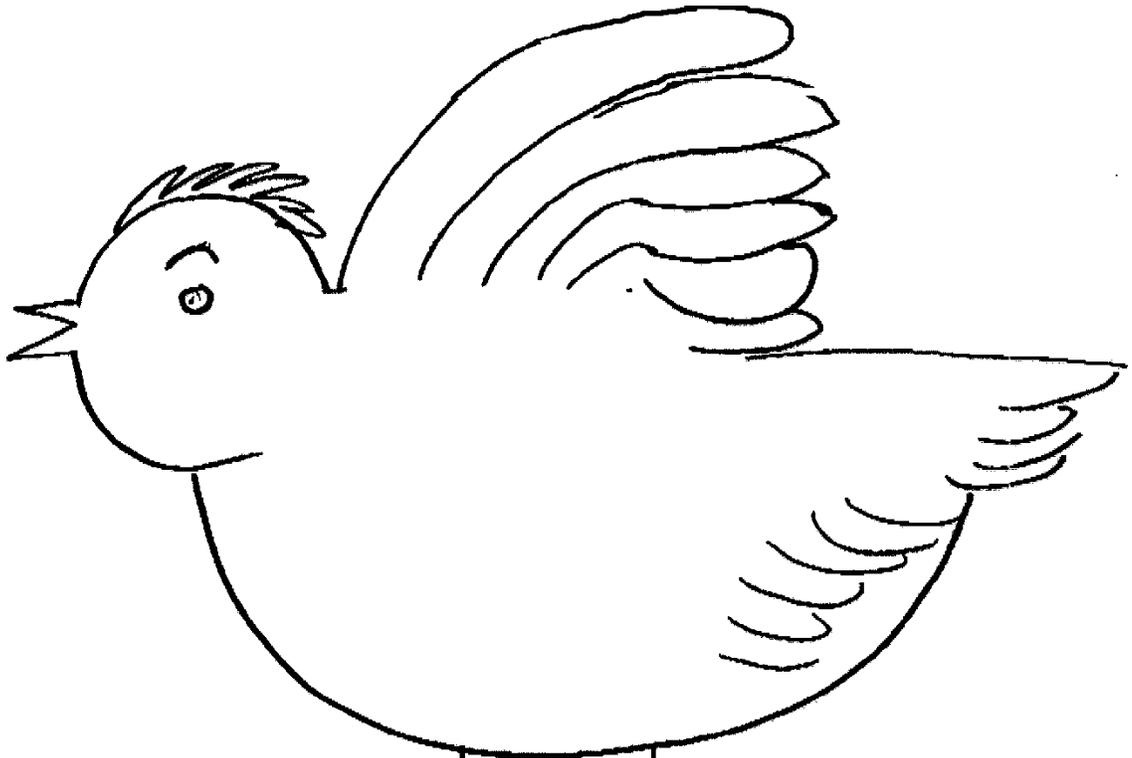
“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

The Unicorn of the West by Alma Flor Ada

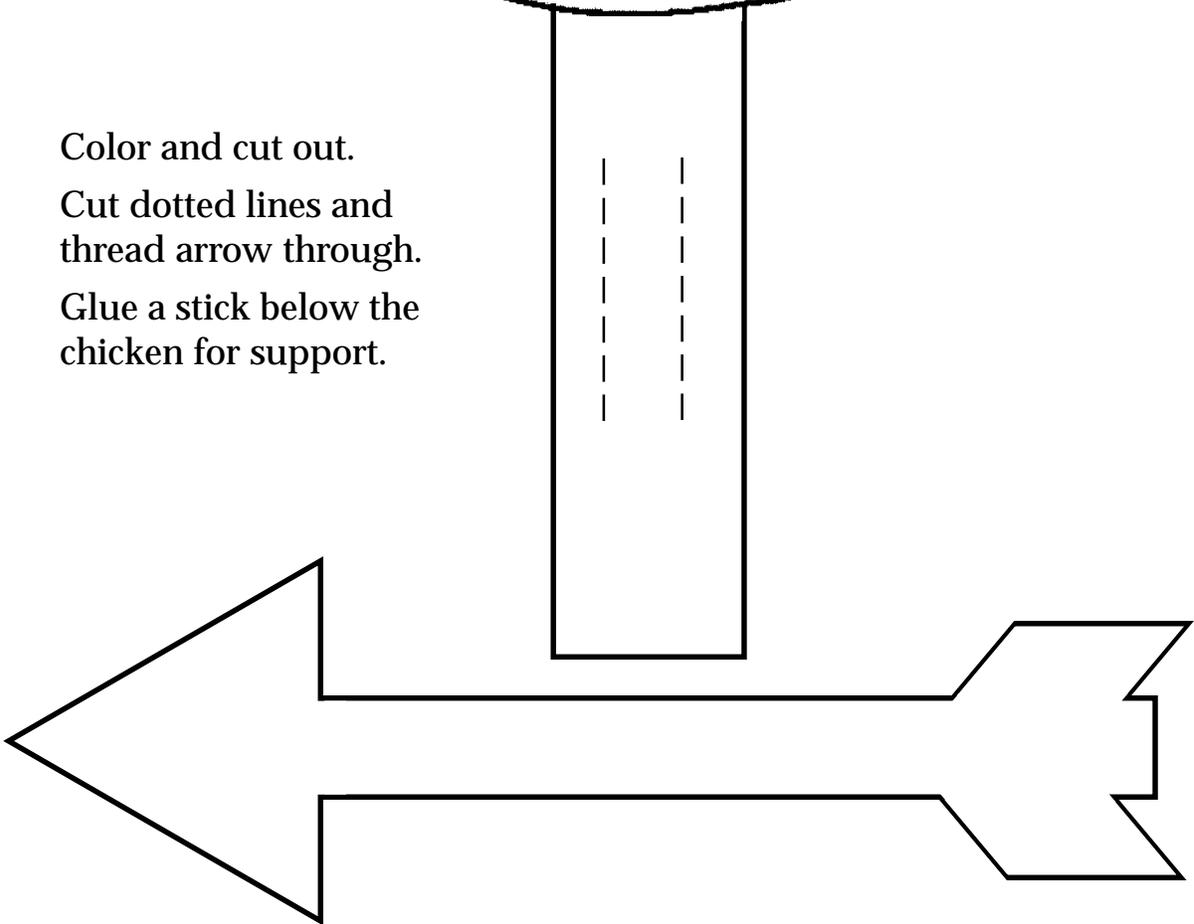
ASSESSMENT

Students will correctly explain the function of a weather vane and describe what a weather vane looks like. Students will indicate the correct direction when given one of the four as a prompt.

Weather Vane Template



Color and cut out.
Cut dotted lines and
thread arrow through.
Glue a stick below the
chicken for support.



Lesson 4: “The Gentle People”

What will students be learning?

STANDARDS

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

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

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

BENCHMARKS

Students will use comprehension strategies.

Students will adjust reading strategies for a variety of purposes.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

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

OBJECTIVES

Students will determine the sequence of events.

Students will compare and contrast two folktales.

Students will use art to communicate their understanding of the sequence of events.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Read Aloud

Graphic Organizer

PRELIMINARY LESSON PREPARATION

Make a six-page flip book (use the templates on pages 17, 18, and 19) for each child-and staple them. Prepare a chart-paper sized Venn diagram to compare and contrast “The Gentle People” to *The Llama’s Secret: A Peruvian Legend*.

PRETEACHING

Ask students what a “sequence of events” means. Use an example such as a sequence of what one child does in the morning from the time he or she wakes up, until he or she arrives at school. Use chart paper and a marker to draw five or six boxes to show the child’s activities before arriving at school. In each of the boxes, include one or more sentences that explain each picture. A review of the differences in fact and opinion may be helpful for this activity.

Do a shared reading of “The Gentle People.” Discuss the sequence of events of the story. Pass out flip books and explain how they will show the most important events of the story by drawing and writing about the events on the six pages of their books.

ACTIVITY

Do a shared reading of *The Llama's Secret: A Peruvian Legend* by Argentina Palacios. Ask the group if they see any similarities and differences between this story and "The Gentle People." Indicate that you will use a Venn diagram to show the similarities and differences. Ask the class to give examples of how the stories are alike and different. Chart the information in the appropriate places on the chart. Allow students to discuss and decide where to place information on the Venn diagram. This "Socratic" discussion hones their higher-order thinking skills and helps them learn how to "defend" their opinions.

VOCABULARY

Guanacos (*wah-naw-koos*) ... animals very similar to llamas

Llamas a work animal much like the camel, but much smaller and shaped differently

Socratic method a discussion in which participants express opinions and debate their validity in a civilized manner

RESOURCES/MATERIALS

"The Gentle People" from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

Flip book--one for each student

The Llama's Secret: A Peruvian Legend by Argentina Palacios

Chart paper for large Venn diagram

ASSESSMENT

Students will be able to read their book aloud and chart the sequence of events. Students will verbally define and defend two similarities and two differences of the two stories.

<u>Rubric Points</u>	<u>Description</u>
4	The student can retell the complete story and correctly sequence the events as they happened and can compare and contrast all of the elements of the two stories.
3	The student can retell the complete story and correctly sequence the events as they happened and can compare and contrast some elements of the two stories.
2	The student can retell the story and correctly sequence the events as they happened in the story but is unable to compare and contrast the two tales.
1	The student can share general ideas about the story but is unable to tell the order of events in the correct sequence, and is unable to compare and contrast the two tales.

This Flip Book Belongs To: _____

This happens first:

This happens second:

This Flip Book Belongs To: _____

This happens third:

This happens fourth:

This Flip Book Belongs To: _____

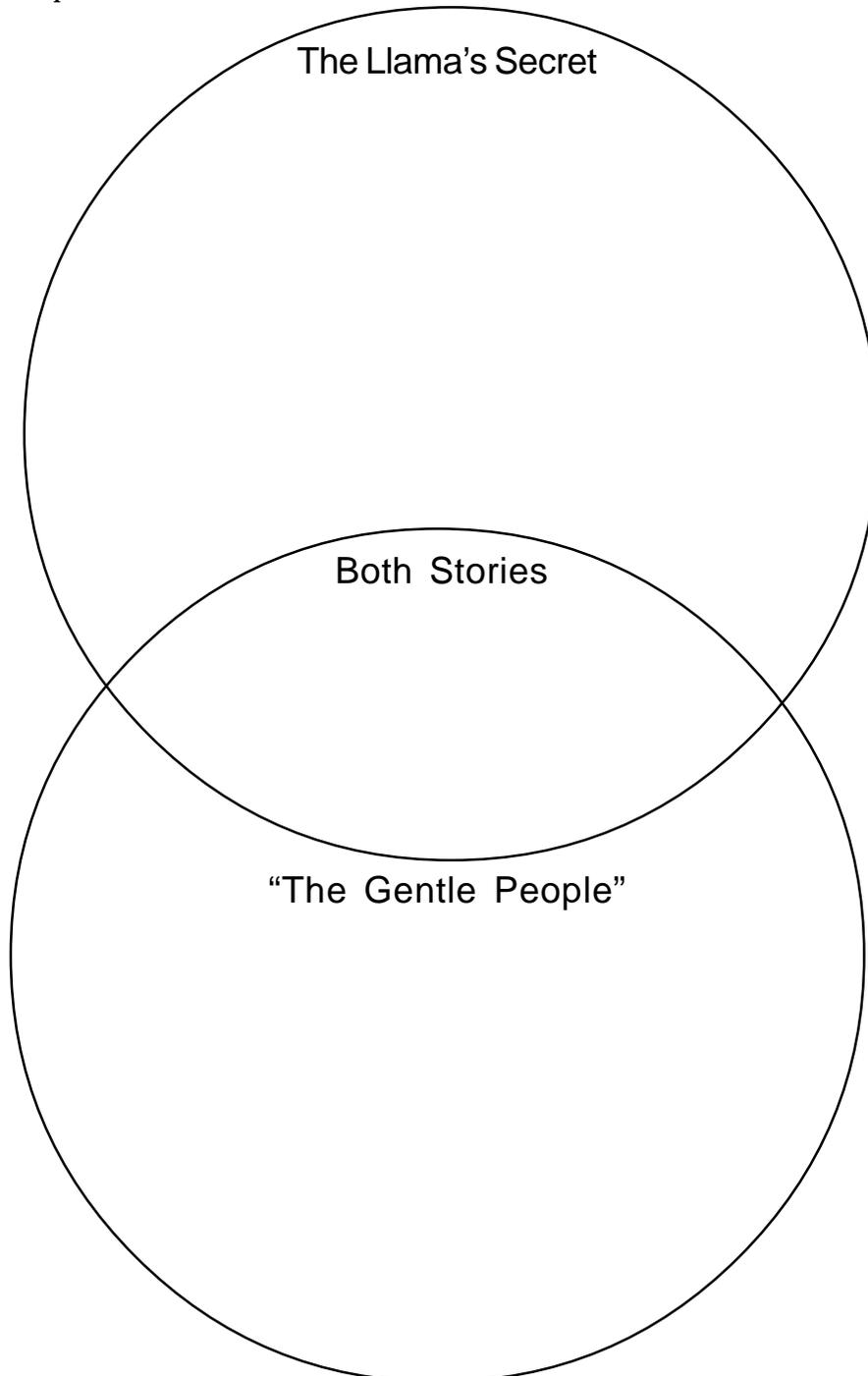
This happens fifth:

This happens sixth:

Name _____

The Llama's Secret and "The Gentle People": Same and Different

Use this Venn diagram to show the similarities and differences between *The Llama's Secret* and "The Gentle People."



Lesson 5: Oh! Where Are We?

What will students be learning?

STANDARDS

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

Students write and speak for a variety of purposes. (RW3)

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

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

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

BENCHMARKS

Students will use comprehension strategies.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

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

Students will know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students will develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will use comprehension strategies to determine the sequence of the story.

Students will discuss and defend their choices orally in complete sentences.

Students will identify major geographic features, such as continents, oceans, the equator, and nations.

Students will know that the globe and world map represent the Earth.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Graphic Organizer

Comprehension Strategies

Meaningful Vocabulary Instruction

Total Physical Response

PRELIMINARY LESSON PREPARATION

Send home the parent letter with the family history form (see page 27) for gathering needed information to be used later in Lesson 9.

Activity 1: Get four pieces of butcher paper, each a different color and approximately five feet in length. These will be used to mount the “stair steps” of the story map for each of four groups. Inform the class that they will be divided into four groups to do their work. Remind them that sharing information, asking each other questions, and allowing each person to be an active part of the group is important.

Activity 2: Tape together two six-foot-long pieces of blue butcher paper. Blue will be the ocean background for this giant world map. Using brown butcher paper, cut out pieces that represent Africa, Asia, Australia, Europe, North America, and South America—these will lay on top of the blue butcher paper. Using white butcher paper, cut out the continent of Antarctica. Make them proportional so it is as similar to the classroom map as possible. Glue the continents in place so that it can be hung on the wall. In addition, make large cut outs of the three countries where the folktales originated (Spain, Argentina, and Peru), as well as any other nations of origin of your students (United States, Mexico, etc.). As the children increase their understanding of the world, add maps of other nations.

ACTIVITIES

Activity 1:

Do a shared reading of “The Search for the Magic Lake.” As the story is read, stop and question the children about what they think will happen next. Write their predictions on chart paper. Ask the children: what mistakes the two brothers made, why the parents allowed their daughter to go on a dangerous mission alone, how magic powers helped the girl, and why the sparrows helped her. Add these to the predictions chart. Suggest that they try to keep the sequence of events in mind as they listen. In addition, relate to the class that they will be making a story map that will show the sequence of the folktale. A “stair-step” style story map is graphically easy to arrange and rearrange as each group reconstructs the tale.

After the shared reading, discuss the characters and their traits. Ask the students to relate why they believe a character is helpful, dishonest, mean, kind, or lazy.

Divide the class into four groups. Distribute “stair-step” worksheets to each child. Explain that each group will create their own version of “The Search for the Magic Lake.” Instruct each group to decide on eight to 12 important events that occur in the story. Further explain that each event will have one stair-step picture to show each part of the story. Every child will illustrate at least one event. If the group decides there are more events to illustrate, several of the group members can create the additional pictures.

Each group begins the process of arranging the story sequentially with the first event being the bottom step. The next step is connected to the top, right hand corner of the step that has been laid down. This creates a visual staircase. After the group has finalized their sequence, the staircase can be glued to the group’s butcher paper. When all groups have completed work, a discussion about how, why, and where a step is included can begin. The Socratic discussion skills from Lesson 4 can be strengthened during this discussion.

The work and discussions may take several sessions to complete. Display the story maps in the room or hall.

Activity 2:

Begin by introducing the globe of the Earth and the world map. Ask children to share what they know about the globe and maps. Introduce vocabulary words and solicit information. Explain that the class will construct a large floor map of the world that will help everyone to understand and use maps.

Divide the class into four groups. Use the globe to teach concepts, vocabulary words, locate continents, oceans, North and South Poles, the equator, United States, Argentina, Spain, Peru, and Mexico.

Total Physical Response (TPR) Activity:

This activity is kinesthetic, and will help all types of learners acquire a sense of how they are physically connected to the rest of the world. As a class, use the globe and a classroom wall map to compare to the butcher paper map (floor map). Put the floor map on the floor. Have students locate and stand on the continents, oceans, nations, and equator. Geography concepts are sometimes confusing for children at this age. The class can make up games to play to help them understand the terminology and concepts. One such game could be “Find the Continent.” Students match the first letter of each continent’s name to an alphabet letter (For example: A for Africa, Asia, and Australia).

Extensions of this game are: “Find Your Nation,” “Find the Country Where You Were Born,” “Where Your Parents Were Born,” or “Find and Name The Countries of the Folktales” (Spain, Argentina, Peru, etc.).

VOCABULARY

- Deceive to tell a lie
- Inca Empire a large nation in South America ruled by a king
- Flask a small, flat bottle
- Llama a work animal from South America similar to the camel, but much smaller
- Deed a legal paper that gives ownership to land
- Continent large land areas
- Ocean a large body of salt water
- Equator an imaginary circle around the earth that is halfway between the North and South Poles
- Nation a country; people with a common territory, culture, history, and language
- North Pole the northern end of the Earth’s axis
- South Pole the southern end of the Earth’s axis

RESOURCES/MATERIALS

Activity 1:

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps
Stair-step story map template—one per child

Four pieces of butcher paper; each a different color and approximately five-feet long

Two or three pieces of chart paper

Activity 2:

Globe of the Earth

Large wall map of the Earth

Two six-foot lengths of blue butcher paper (for the ocean)

One six-foot length of brown butcher paper (for the continents)

One four-foot length of white butcher paper (for Antarctica and the polar ice cap of the North Pole)

One six-foot length of yellow butcher paper (for nations, such as Spain, Peru, Argentina, the United States, and Mexico)

ASSESSMENT

Activity 1: The students will be assessed on oral language skills on the correct sequence of the story while using correct grammar and syntax.

Activity 2: Students will be assessed on their ability to identify major geographic features of the Earth: continents, oceans, the equator, North Pole, South Pole, and nations. In addition, students will be assessed on their ability to indicate that maps and globes are representations of the earth.

Rubric Points

Description

- | | |
|---------|--|
| 4 | The student can identify major geographic features of the Earth: continents, oceans, the equator, North Pole, South Pole, and some nations; can indicate that maps and globes are representations of the Earth and its features. |
| 3 | The student can identify three major geographic features of the Earth and indicate that globes are a representation of the Earth. |
| 2 | The student can identify two major geographic features of the Earth. |
| 1 | The student cannot identify any major geographic features of the Earth or explain the meaning of the globe. |

Name _____

Stair-Step Worksheet

A

Draw a picture above that describes an event from “The Search for the Magic Lake.”

Write a sentence below that tells about your picture.

A

Create stair steps
by connecting
pages at the
“A’s”

Date _____

Dear Parents,

Our class is studying Latin American folktales. Many families know stories similar to those we are studying. Frequently the stories have been passed down from generation to generation. Please talk with your child and share any interesting family stories or folktales that you know.

To help the children better understand their own personal history, I am sending home a chart. Fill it out with as much information that you want to share. We will use the information to help the children understand immigration, geography, and common threads that connect all people.

On the final day, Friday, _____200__, the children will perform the three folktales that we have been learning. We would be delighted if you would join us. Be prepared to share a story or tell the class about your family.

Please return this form as soon as possible.

Thank you,

Classroom teacher

Room _____



_____ Yes, I will attend the final day celebration on _____
at _____pm.

_____ No, I will not attend.

Name of family member (please print)

Signature of family member

Complete Name: _____

Family History Form

Brothers: Name: _____ Name: _____ Name: _____ Name: _____ <i>(Use another sheet of paper if necessary)</i>	Me: Name: _____ Birthplace: _____	Sisters: Name: _____ Name: _____ Name: _____ Name: _____ <i>(Use another sheet of paper if necessary)</i>	
Father: Name: _____ Birthplace: _____	Mother: Name: _____ Birthplace: _____		
Grandfather: Name: _____ Birthplace: _____	Grandmother: Name: _____ Birthplace: _____	Grandfather: Name: _____ Birthplace: _____	Grandmother: Name: _____ Birthplace: _____
Great-Grandfather: Name: _____ Birthplace: _____ Great-Grandmother: Name: _____ Birthplace: _____	Great-Grandfather: Name: _____ Birthplace: _____ Great-Grandmother: Name: _____ Birthplace: _____	Great-Grandfather: Name: _____ Birthplace: _____ Great-Grandmother: Name: _____ Birthplace: _____	Great-Grandfather: Name: _____ Birthplace: _____ Great-Grandmother: Name: _____ Birthplace: _____

Additional Information: _____

Lesson 6: What Happens When?

What will students be learning?

STANDARDS

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

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)

BENCHMARKS

Students will use comprehension strategies.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

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

Students will recognize, express, and defend points of view orally and in writing.

OBJECTIVES

Students will understand the concept of cause and effect.

Students will give examples of cause and effect situations from each of the three folktales.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Inferencing

Analyzing

Cause and Effect

Questioning

Graphic Organizer (Cause and Effect charts)

PRELIMINARY LESSON PREPARATION

Prepare one piece of chart paper for each folktale. Divide the page into four columns with these headings: 1) character; 2) action, 3) cause, and 4) effect.

PRETEACHING

Discuss cause and effect in a context easily understood for this developmental level. For example, ask if anyone knows what happens if you touch a boiling pot on stove? The response will most likely be, "You will get burned!" Explain that this is one example of cause and effect. Chart this on one of the charts. Continue giving examples and charting the examples until the class seems comfortable with the concept.

ACTIVITIES

Discuss the events in the three tales that caused important outcomes, beginning with “Medio Pollito.” Chart each cause and effect event cited for each of the three stories. Ask students to give examples of cause and effect in their own lives. Have them include examples of both positive and negative outcomes.

RESOURCE/MATERIALS

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

“Medio Pollito” from *Señor Cat’s Romance* by Lucía González

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

Cause and Effect worksheet—one for each student

Three pieces of chart paper

Marker

The Dancing Turtle A Folktale from Brazil by Pleasant De Spain (optional)

ASSESSMENT

Completion of cause and effect worksheet for each student.

Name _____

Cause/Effect Worksheet

Cause

Medio Pollito

The Gentle People

The Search for the Magic Lake

Effect

Lesson 7: Those Wonderful Masks!

What will students be learning?

STANDARDS

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

Students relate the visual arts to various historical and cultural traditions. (VA4)

Students write and speak for a variety of audiences. (RW2)

BENCHMARKS

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

Students will examine and critique their own and others' works of art.

Students will relate the visual arts to various historical and cultural traditions.

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

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

OBJECTIVES

Students will make masks that represent characters or events in the tales.

Students will work together to retell each tale in the form of a play.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Summarizing

Visualization and Verbalization

Student Directed

Independent Practice

Murals

Charts

TO THE TEACHER

Drama and mask making allow students to impersonate other characters and practice oral language skills. This is a great opportunity for students who are English Language Learners to strengthen their oral language skills. Repetition and performing can give children the confidence they need.

PRELIMINARY LESSON PREPARATION

Divide students into groups. Some characters have many parts that require good memory skills. Other parts do not require any speaking at all and might be appropriate for a shy or non-English-speaking student. Keep in mind that drama is an excellent way to help quieter students develop their language skills.

Make certain there are enough mask templates (see page 33) to include all characters/events that each folktale demands (see list on page 34). It is recommended that the mask template be copied onto tag board for a sturdier mask. If that is not possible, glue several pieces of construction paper onto the back of the mask to give it strength. A narrator (possibly a paraprofessional or parent volunteer) can be several characters or fill in as necessary.

ACTIVITIES

Use the murals created in prior lessons to help the participants recreate the action of the tale or the backdrops. As the characters are selected, explain that each part of the play is important and that characters can be switched for different performances. As rehearsals ensue, it will become clear which children can manage the specific roles.

Have the children create their masks according to how they think each character appears. Color and cut out the masks. Glue a Popsicle stick or pencil to it to use as handle. After the masks are completed, group the characters from each folktale together. They can now begin recreating their version of the story. This is a good time to review the story if necessary. Have the students refer to the murals and flip books to help them recall events. This is also a good time to do an informal assessment of which children understand the concepts taught throughout the unit. This may take several sessions to complete.

RESOURCES/MATERIALS

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Mask templates

Popsicle sticks or pencils to glue onto the masks

Glue

Scissors

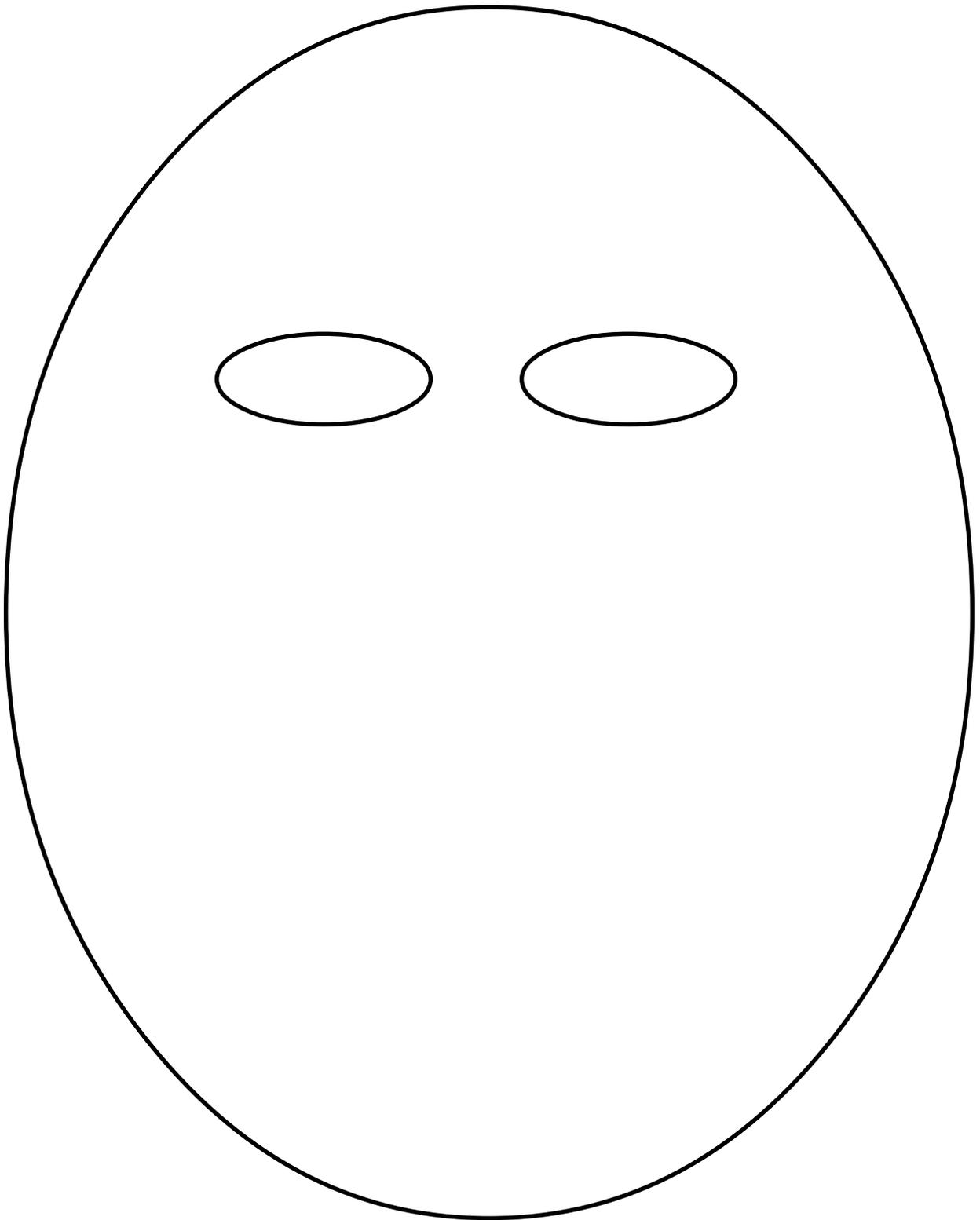
Crayons

Other decorations or craft items, such as sequins

ASSESSMENT

Use this opportunity for a performance assessment. While the children are performing their parts, check for understanding of vocabulary, concepts, and the proficiency each role is acted out.

Mask Template



List of Characters for Masks

“Medio Pollito”

Medio Pollito

The brook

The wind

The fire

The king’s cook

The king

“The Gentle People”

Man from the community

Kindly prince

Mysterious bird (optional)

Fierce looking, greedy, selfish people (as many as needed)

Gentle people from the community (as many as needed)

Guanacos—the same number as gentle people

“The Search for the Magic Lake”

Two brothers

Súmac, their sister

Emperor

Sickly prince

Emperor’s magician

Mother

Father

Sparrows

Giant crab

Giant alligator

Flying serpent

Lesson 8: I Am Powerful!

What will students be learning?

STANDARDS

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

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

BENCHMARKS

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

Students will examine and critique their own and others' works of art.

OBJECTIVES

Students will differentiate between magical powers found in folktales and real human energy used in daily life.

Students will share a story that goes with their self-portraits.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Storytelling

Read Aloud

Student Directed

Author's Chair

PRELIMINARY LESSON PREPARATION

Create a model drawing that demonstrates a teacher using magical powers. Write a brief story to accompany the drawing.

PRETEACHING

Discuss the word "magic" as it relates to fact and fantasy. Students are asked to share any stories that have similar storylines or concepts. Ask if they remember the use of magic in any of the folktales they have read.

ACTIVITIES

Students will create a story about themselves that uses magic powers. Encourage students to use their magical powers in a positive manner, as shown in the "Search for the Magic Lake," "Medio Pollito," or "The Gentle People." Pass out the blank paper and give the children 15 to 20 minutes to work. Have students share their story and art with the class. Students are encouraged to ask questions at the end of the story to determine the author's/artist's intent. Also let them know that authors and artists often share ideas to help each other produce a story or picture.

RESOURCES/MATERIALS

“Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Murals, charts, and other work done in previous lessons

Plain white paper—one per student

ASSESSMENT

Students provide examples of magical powers versus normal human abilities. For example: Do humans really change into other animals? Can humans actually fly? Can animals speak like humans?’

Lesson 9: We Are Family

What will students be learning?

STANDARDS

Students write and speak for a variety of audiences. (RW2)

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

BENCHMARKS

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

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

Students develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will use information from family to find and chart their location (Denver, Colorado, USA) and the country where they were born.

Students will gain knowledge about themselves and their families by sharing their family history with the class.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Sharing Family History

Retelling

Graphic Organizers

Drama

PRELIMINARY LESSON PREPARATION

Children who have parents attending this day can use the Family History form to help them share interesting information about their family. For children who have not returned the form and do not have a family member attending, have them call home to get information. A paraprofessional or volunteer can help with this process. If children are unable to get any information from home, allow them to put a star on the map for their current location.

ACTIVITIES

Let students and their families share their histories. Each family can chart their origins on the floor map and tell how they came to Denver. After each family has shared, the folktale groups can perform “Medio Pollito,” “The Search for the Magic Lake,” and “The Gentle People.” If time permits, families can share folktales or interesting stories from their past.

RESOURCES/MATERIALS

”Medio Pollito” from *Señor Cat’s Romance* by Lucía M. González

“The Gentle People” from *Tales Alive! Ten Multicultural Folktales With Activities* by Susan Milord

“The Search for the Magic Lake” from *Tatterhood and Other Tales* edited by Ethel Johnston Phelps

Multiple copies of the speaking/acting parts of various characters and narrators from each of the three tales

Floor map or wall map from Lesson 5

Masks from Lesson 8

Any additional clothing for costumes, cardboard boxes for props, or regalia to make the performances more interesting

Optional refreshments

Completed family history forms

Foldable cubes printed on tag board—one for each student

ASSESSMENT

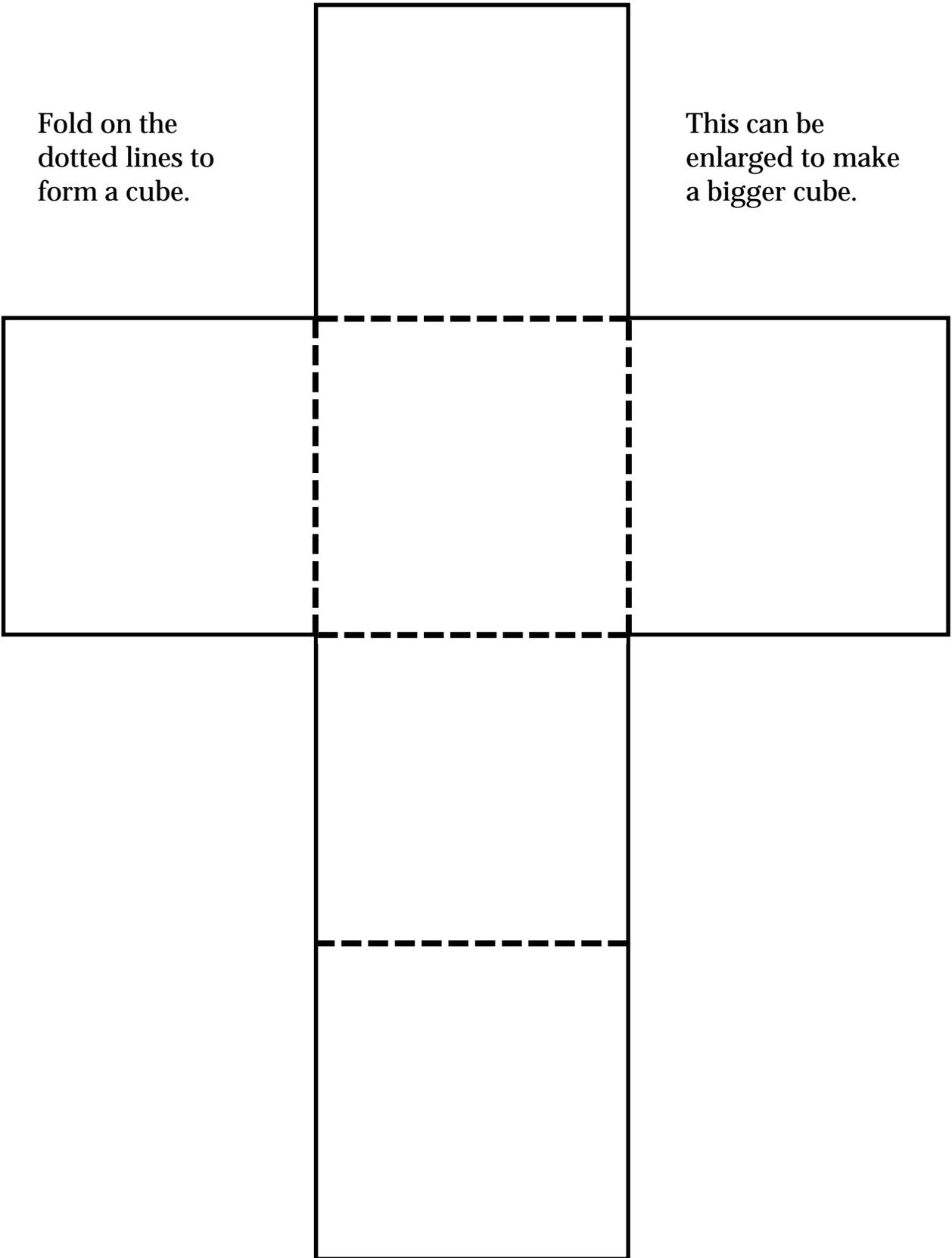
Students will be assessed on their ability to locate Denver, Colorado, and the United States.

Students will be able to name the place where they were born. To demonstrate this, each child will draw and/or write this information on foldable cubes made from tag board.

Cube Template

Fold on the
dotted lines to
form a cube.

This can be
enlarged to make
a bigger cube.



Bibliography

Books

- Bosma, Bette. *Fairy Tales, Fables, Legends, and Myths*. New York: Teachers College Press, 1992.
A useful book that explains the various genre of folk literature, how to write folk literature, and an annotated bibliography. The bibliography also group the tales by region and language.
- Day, Frances Ann. *Latina and Latino Voices in Literature*. Portsmouth, NH: Heinemann, 1997.
An outstanding manual that helps the reader find authors and illustrators of Latina/o literature. It includes kindergarten through adult. Each author has a biography, photograph, and suggested reading list. In addition, a section on how to evaluate books for bias should be read by anyone wanting to learn how to assess a book for appropriateness.
- De Spain, Pleasant L. *The Dancing Turtle: A Folktale From Brazil*, Little Rock, AR: August House LittleFolk, 1998.
A folktale from Brazil about a witty turtle that talks its way out of a cage to freedom.
- González, Lucía M. Ed. *Señor Cat's Romance*. New York: Scholastic Press, 1997.
Anthology of six favorite Latin American folktales, including the hapless "Medio Pollito." All of the stories are excellent read alouds with delightful, large illustrations by Lulu Delacre.
- Gregory, Cynde. *Writing Quick-and-Easy Learning Centers*. New York: Scholastic, 1995.
A teacher manual with many easy-to-do activities that include vocabulary and word phrase exercises. Grades 1-3.
- Hayes, Joe. *Watch Out for Clever Women!* El Paso: Cinco Puntos Press, 1994.
A bilingual anthology of five interesting folktales from the Southwest United States. Vicki Trego Hill's illustrations help create a visual that transports the listener to another place and time.
- Hull, Robert. *Pre-Columbian Stories* New York: Thomas Learning, 1994.
An excellent anthology of folktales and legends from Incas, Aztecs, and Maya people. The illustrations add images that are a feast for the eyes.
- Johnston Phelps, Ethel Ed. *Tatterhood and Other Tales*. New York: The Feminist Press at the City University of New York, 1978.
An excellent anthology for anyone beginning to study and/or teach folktales. Particular attention has been paid in the selections that show girls and women in a positive manner. There are many heroes and heroines in all of the stories, what is different is that the females take an active role in the story and their own destiny.
- Lowell, Susan. *Los Tres Pequeños Jabalíes—The Three Little Javelinas*. New York: Scholastic Press, 1998.
A bilingual version of the "Three Little Pigs," told from the a southwest United States perspective.
- Loya, Olga. *Momentos Mágicos—Magic Moments*. Little Rock: August House Publishers, Inc., 1997.
An Anthology of 15 "magical" folktales retold by the author. The tales come from Latin American and Native American traditions.

Milord, Susan. *Tales Alive! Ten Multicultural Folktales With Activities*. Charlotte, VT: Williamson Publishing, 1995.

Ten folktales from around the world. Excellent science, art, math, and literature activities for each story with colorful illustrations and a good bibliography.

O'Brien-Palmer, Michelle. *Book-Talk Exciting Literature Experiences for Kids*. Kirkland, WA: MicNik Publications, Inc. 1993.

A very thorough literature experience manual. Contents include how to teach retelling, literature circles, favorite author, art projects, etc. It has an entire section of black-line masters for copying.

Palacios, Argentina. *The Llama's Secret: A Peruvian Legend*. Mahwah, NJ: Troll Associates, 1993.

A Peruvian story in which a llama warns his owner of a great flood.

Spann, Mary Beth. *Word Play Quick-and-Easy Learning Centers*. New York: Scholastic, 1995.

A teacher manual about how to organize and use learning centers in the classroom. Grades 1-3.

Tinajero, Josefina and Schifini, Alfredo, *Into English, Teachers Guide*. Carmel, CA: Hampton-Brown Books. 1997.

This is a basal which gives the user formal and informal assessments, tips for teaching second-language learners, and how to best use the lessons with various levels of language proficiency.

Winter, Jonah. *Diego*. New York: Alfred A. Knopf Books for Young Readers, 1991.

An excellent introductory book to the life of Diego Rivera, the famous Mexican muralist.

Music

De Colores and Other Latin American Folk Songs for Children. Arcoiris Records: Berkeley, CA, 1985.

A compact disk with 27 traditional songs, including De Colores by Jose-Luis Orozco.

El Lobo: Children's Songs and Games from Latin America

About the Author

Nina was born and raised on a horse ranch in rural Oklahoma. Her interest in Hispanic people and their culture began when she made her first trip to Mexico in 1958. For the next 15 years her family traveled to Mexico annually. At an early age she learned the value of being bilingual, studying other cultures, and having friends in another country.

Nina has worked as a teacher for Denver Public Schools since 1990. For the last five years she has been a bilingual English Language Acquisition (ELA) instructor.

Nina earned her Bachelor of Science degree from the University of Northern Colorado. At the University of Colorado at Denver, she completed coursework for an elementary teaching certificate. Lesley College of Cambridge, Massachusetts, awarded her a Master of Education degree with an emphasis in Technology in Education.

Teaching English to children is her passion. She reports that studying Spanish gives her a daily dose of humility for second language learners and their families. One of her lifelong goals is to increase her fluency to take college classes in a Spanish-speaking country. To that end, she spends free time studying Spanish in Denver and Latin American countries.