

Tomás and the Library Lady

CURRICULUM CONNECTIONS



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Tomás and the Library Lady

How to use Curriculum Connections:

Dear Teacher,

We appreciate you!

This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!





Theater etiquette

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music—all of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) at the end. This shows the performers that you respect and appreciate their work.

Tomás and the Library Lady

Synopsis:

Tomás Rivera travels with his Amá, his Apá, his Papá Grande (grandfather), and his little brother Enrique from Texas all the way to Iowa to and 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. When the Riveras arrive in Iowa, they discover that their new home is little more than a chicken coop. 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. 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, 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.

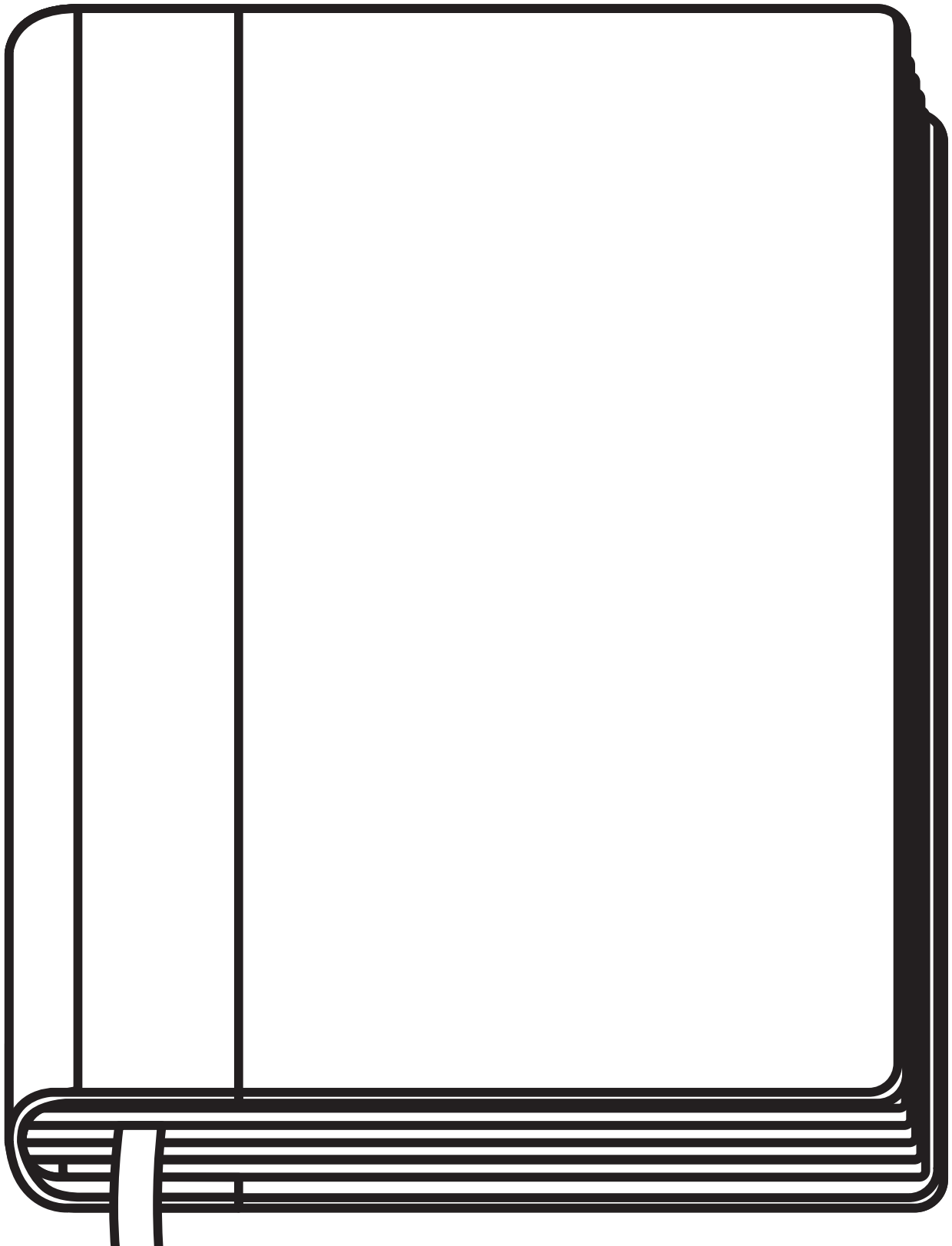
Tomás Rivera grew up to become the father of Chicano literature, as well as the Chancellor of the University of California at Riverside. The library there bears the name of the boy who was encouraged to read by a library lady in Iowa.



Tomás and the Library Lady

BOOK COVER DESIGN

Draw a new cover design for your chosen book,
depicting its main theme or message:



Tomás and the Library Lady

Bio Poem

Directions: The author of Tomas and the Library Lady's favorite genre is POETRY. Let's try a Bio Poem:

Follow the directions for each line of the Bio-Poem below to create your masterpiece!

Write your first name:

**List three specific adjectives
that describe you:**

**Identify your relationship to
another person i.e. father
of...friend to...:**

**Lover of (list 3 things or people you
love):**

Who feels (list 3 things you feel)

Who fears (list 3 things you fear):

Blank lined paper for writing.



Tomás and the Library Lady

TOMÁS'S BOOK BINGO

Tomás loved reading. He understood that books could take you to places and let your imagination soar! Complete five in a row and bring your completed bingo board to your teacher. Be sure to write the name of the book and the author in the spaces provided!

Read a book with a one-word title. _____ _____	Read a book that was turned into a tv show. _____ _____	Read book with a strong female protagonist. _____ _____	Read a book with a non-human main character. _____ _____	Read a graphic novel. _____ _____
Read a book that has won a major literary award. _____ _____	Read a book that was turned into a movie. _____ _____	Read a book set in a different country. _____ _____	Read a book written about a historical event. _____ _____	Read a book with a mystery plot. _____ _____
Read a book about a natural disaster. _____ _____	Read a book set in space or on another planet. _____ _____	FREE SPACE	Read a book about a school. _____ _____	Read a book with a supernatural element. _____ _____
Read a book that is part of a series. _____ _____	Read a book that is a retelling of a fairytale. _____ _____	Read a book with a sports theme. _____ _____	Read a book with a historical setting. _____ _____	Read a book with a focus on friendship. _____ _____
Read a book about coding or robotics. _____ _____	Read a book about a long-distance road trip. _____ _____	Re _____ _____	Read a book about an adventure. _____ _____	Read a book about siblings. _____ _____

Tomás and the Library Lady

Tomas and his family are originally from Mexico.

Can you label as many countries as you can on the map below:

Latin America



Tomás and the Library Lady

SEL: INSPIRE AND GUIDE OTHERS

Activity: In the story, Tomás had to overcome adversity in order to succeed. There may even have been times where he wanted to give up because of all of the hardships he was facing. Pretend that Tomás was ready to quit reading and achieving in school. Now, write him a letter to inspire him to want to continue forward. What sorts of words would be helpful for him to hear? What would you want to hear from someone if you were ready to give up?

Dear Tomás,



M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: Tomas and the Library Lady

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)/NGSSS	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.3. C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.1. C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
World Languages NGSSS	
WL. K12.AH.5.7	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL. K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.



New:

Each time you submit student work,
your name is entered in a drawing
for tickets to a show
at the Broward Center:

Fall Show: **HADESTOWN**

Spring Show: **MRS. DOUBTFIRE**

Dear Teachers,

Thank you for your continued support of the SEAS Program. We value the preparation you make before the show to attend the Broward Center for the Performing Arts, and the introduction you forge for the students when the show has concluded to continue making connections long after the buses have returned to school!

If you'd like to share any of the work from the study guides, please use this link:

Click Here to Upload Student Work Samples:

<https://tinyurl.com/SEAS2324-samples>



Should you have any questions, please contact
Lauri Foster at: <mailto:lauri.fostere@browardschools.com>

