



TOMAS AND THE LIBRARY LADY

Based on "Tomás and the Library Lady" by Pat Mora
Adapted for the stage by Jose Cruz Gonzalez

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Tomás and the Library Lady* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Tomás and the Library Lady* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Tomás and the Library Lady is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a story called *Tomás and the Library Lady*.

- Have you read *Tomás and the Library Lady* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Tomás and the Library Lady* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Tomás and the Library Lady* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Tomás and the Library Lady* is People Change People.

The Magik Must-Reads (Grade 4 - Grade 5) are:

Dancing in the Wings written by Debbie Allen, pictures by Kadir Nelson

The Little Prince by Antoine de Saint-Exupery

Matilda by Roald Dahl

Harry Potter and the Sorcerer's Stone by J.K. Rowling

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of People Change People show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of People Change People? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Create Your Own Comic Book

In *Tomas and the Library Lady*, we learn that Tomás Rivera’s life would have been very difficult without the help of the public library. Using the worksheet below, plan a story about a character whose life was made easier with the help of someone or something. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

- 1) There are 6 rows of corn in the fields in Texas. Tomás' mama picks 12 stalks of corn from each row of corn every single day. By the end of the day, how many stalks of corn did Tomás' mama pick?

- 2) By the end of the day there are a total of 72 beets that were collected. There are 8 men that were collecting and all men collected the same numbers of beets. How many did each man collect?

- 3) Tomás went to the library to pick out some new books. Each week he checks out 3 books. How many books has Tomás checked out by in 6 weeks?

- 4) Tomás and Enrique gave out water to the workers in the field. By lunch time they had given water to 25% of the workers. If there are 500 workers, how many did Tomás and Enrique give water to?

- 5) Tomás is teaching the Library Lady 10 words in Spanish a day. At the end of the fifth day, Tomás wondered how many words he had taught her. How many words did Tomás teach the Library Lady by the end of the fifth day?

5: Moon Chart

In the play, Tomás and his family travel from Tejas to Iowa to find work. While they are driving, Tomás tells his mom that he thinks the moon is following them. The moon that is following them is a full moon, but that's not the only shape of a moon. The moon goes through phases. You can see the moon changing every single day. Make a moon chart calendar, and over the next 28 days, track the moon as it goes through its cycle.

When it comes to understanding the moon, there are a few vocabulary words that you need to know. A **full moon** is when the moon looks like a big circle in the sky and a **new moon** is when you cannot see any moon in the sky. A **waxing moon** is a moon that is growing from a new moon to a full moon. A **waning moon** is a moon that is shrinking from a full moon to a new moon. The **first quarter moon** is when the moon is $\frac{1}{4}$ of the way through its orbit around the earth; this looks like a half moon. The last term is a **last quarter moon** or, like the first quarter, a half moon, but on the opposite side from the first quarter.

Materials

- Moon Chart (see below)
- Pencil
- Crayons or markers

Creating Your Moon Chart

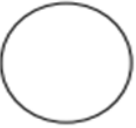
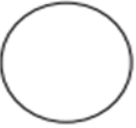
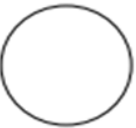
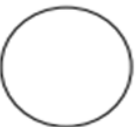
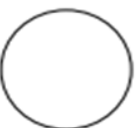

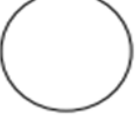
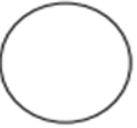


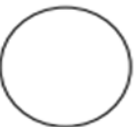
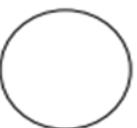
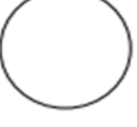
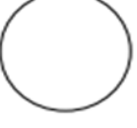


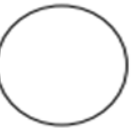
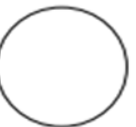
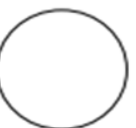

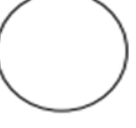
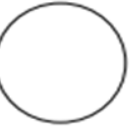

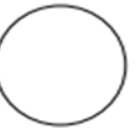
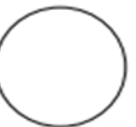
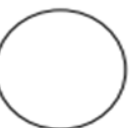

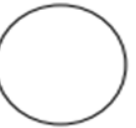
- 1) Take home a moon chart.
- 2) Each night, take a few minutes to draw what the moon looks like.
- 3) The next day in school, a student (different every day) will draw what their moon looks like from the night before on the class chart.
- 4) Use the pencil to date every day.
- 5) At the end of the 28 days, identify the different key terms that you have been learning in your chart.

Follow-Up Questions

- 1) What is a Full Moon?
- 2) What is a New Moon?
- 3) What is the difference between a waxing and waning moon?
- 4) On what day was there a New Moon?
- 5) On what day was there a first quarter moon?
- 6) Which moon was the brightest?
- 7) Does the time of day you measure the moon matter?
- 8) What did you learn from this activity?

This activity was borrowed from spaceracers.org/pdf/moon-phases-lesson-plan.pdf

MOON CHART

Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 
Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 
Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 
Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 	Date _____ Time _____ 

6: Let's Make a Map!

In *Tomás and the Library Lady*, Tomás and his family had to travel from Texas to Iowa to back to Texas once they had earned enough money. Now it's your turn to learn about the route Tomás and his family travelled.

Materials

- Print outs of the template on the next page
- Crayons
- Markers

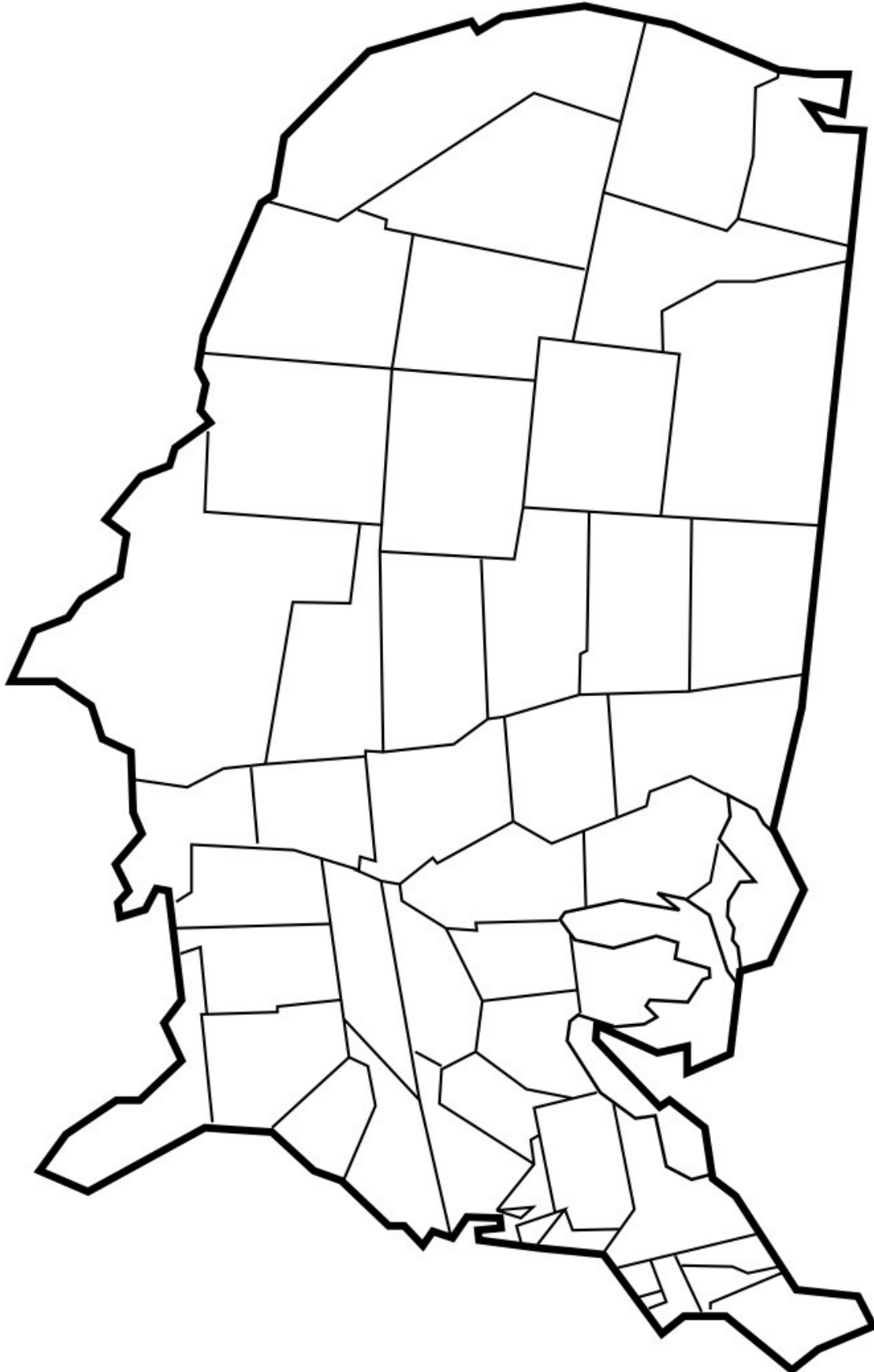
Procedure

- 1) On the template of the United States featured on the next page, write out all of the 50 states in their correct places. You can use other maps to help label.
- 2) Then draw out the trail that Tomás and his family had to drive to get to Texas to Iowa and then back to Texas. Try to find the most direct route.
- 3) Color in the states that Tomás and his family traveled through.



Follow-Up Questions

- 1) What are some of the states Tomás and his family may have passed through on their way to Iowa?
- 2) As a class, discuss some of the landmarks of these states. Do you know their capitols? What do their flags look like? Learn more about these states!
- 3) What are some places that Tomás and his family might have stopped on their trip?



7: Book Covers

Once Tomás was able to start to read more in English, he began to write his own stories in English and Spanish to be able to put in his own library one day. Think about a story that you have once written. Think about what would be on the cover of the book of that story. On a blank sheet of paper, design your book cover. Think how you would want it to catch the reader's eye.

Materials

- Sheet of paper
- Construction paper
- Scissors
- Glue
- Colored Pencils
- Markers
- Crayons
- Pencils

Activity

- 1) If you want to design a front and a back for your book, you can fold your sheet of paper in half. Otherwise, leave it as is.
- 2) Draw or cut out and glue together images relevant to your story, leaving space somewhere for the title of your book. Be as creative as possible!
- 3) Once you've finished drawing, don't forget to write the title of the book and the author's name (your name)!



8: Music Messages

In *Tomás and the Library Lady*, the Spanish language and Mexican culture appear frequently. In the play, there are many songs that help tell the story. As a class, look at one of the songs in the play and try to determine what message is being conveyed. The lyrics are provided below.

Elotes

*Elotes are what we pick all day
Elotes help us earn our pay
Green fields of elotes
Many, many fields of elotes
Elotes are what we pick all day
Will life get better someday?*

(Elote translates to corn)

Follow-Up Questions

- 1) Who is singing this song in the play?
- 2) Why do you think the field workers are singing this song?
- 3) What message is the song trying to tell the audience?
- 4) After seeing the play, do you think the message was sent across? Why or why not?
- 5) What other song in the play do you remember? What message was that song trying to tell the audience?
- 6) If you have seen other plays, do you remember any of the songs? If so, what messages were those songs conveying?

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2