



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 Grade 2 — Grade 3

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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 2 and 3. 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 2 — Grade 3) are:

The Princess Knight written by Cornelia Funke, illustrated by Kerstin Meyer

Is There Really a Human Race? written by Jamie Lee Curtis, illustrated by Laura Cornell

Stand Tall, Molly Lou Melon written by Patty Lovell, illustrated by David Catrow

Frog and Toad Are Friends by Arnold Lobel

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?

4: Word Problems

- 1) Tomás has 4 books. The Library Lady gave him 5 more. He needs 10 books to create his own library. Does he have enough to make a library?

- 2) Josefa picked 12 stalks of corn on Monday. She picked 7 stalks of corn on Tuesday. How many stalks of corn did she pick altogether?

- 3) Enrique had 14 candles on his birthday cake. He grew older and got 6 more on his birthday cake. How old is Enrique now?

- 4) Papa Grande ate 22 carrot sticks before dinner and 15 more after dinner. How many carrot sticks did he eat?

- 5) One day, the Library Lady had to shelve some books. If she has 65 books per shelf, and she has a total of 7 shelves, how many books does she have?

- 6) Florencio divided his crops into three separate piles. There was a pile of corn, a pile of beets, and a pile of spinach. If each pile has 36 crops, how many crops does he have in all?

- 7) Tomás took Enrique to the library to show him the books. If there were 16 books in each of the 9 bookshelves, how many books were there in total?

- 8) If books came from the 4 continents that Papa Grande had been to and he collected 122 books per continent, how many books does he have from all four continents combined?

5: Plant Experiment

In *Tomás and the Library Lady*, Tomás' parents move from Texas to Iowa so they can pick crops. One very important part of dealing with crops is knowing how to take care of them and what works best to make them grow, including knowing how much sunlight the crops should get. If the crops get too much or too little sunlight they won't grow the way they should. Let's test how plants grow in different amounts of light.

Materials

- 5 small pots or paper cups
- Soil
- Radish Seeds
- Ruler
- Notebook to record data

Directions

- 1) First create your hypothesis. What do you think the relationship between sunlight and plants is?
- 2) Next, fill 5 small pots or paper cups with soil. Then, moisten the soil and let excess water drain.
- 3) Sprinkle 8-10 ordinary radish seeds on the soil and sprinkle about $\frac{1}{4}$ inch of soil over the seeds.
- 4) Add water again, but very lightly.
- 5) Once the radish seeds sprout place one pot near a window that has some sun, place one pot outdoors in the shade, place one pot outdoors in the sun, place one pot in a well-lit room with no sun, and place the last pot in a room that is not well lit.
- 6) Water each pot very lightly daily.
- 7) Use a ruler to measure the radish plants once a week and record the sizes for each pot location. Radishes take about 35-45 days to fully mature.
- 8) After your radishes have completely matured review your data and discuss the conclusions to the experiment.

Follow-Up Questions

- 1) Was your hypothesis correct?
- 2) Why do you think the plants grew at the rates that they did?
- 3) What do you think is the best environment for radish plants to grow in?

6: Types of Jobs

Our whole lives we work to fulfill certain jobs. For example, your job at the moment is to be a good student. Tomás and his family moved to Iowa for his parents' job. The Library Lady also has her own special job. As a class, explore different jobs that are important to your community!

Procedure

- 1) Identify important jobs in your home, school and community.
- 2) Describe the requirements of these various jobs. What needs to be done?
- 3) Cite examples of how you know the job is being performed well. For example, a librarian is doing their job well if they are able to help you find what you are looking for and the books are in their proper places.
- 4) Finally, explain why the job is important to your home, school, or community.

Example

Student

- A good student needs to study and pay attention in school to be successful. A good student must also do their homework and contribute in class.
- If they are doing their job well, they will understand the material and be able to answer questions in class. A good student may do well on tests or be able to help others when they don't understand.
- A good student is important to the community because the more they know, the more they will be able to help others in the future. Students become adults with jobs, and being a good student helps you to prepare for that.

Follow-Up Questions

- 1) What did the requirements for the various jobs have in common?
- 2) Did the examples of how the job was being performed well sound similar? If so, what was similar? If not, what was different?
- 3) What do all of the important jobs have in common?

7: Your Own Library

After Tomás reads several books in the Carnegie Library, he is inspired to create his own stories. He then creates his own personal library. Now's your chance to do the same thing! Make your own books to fill your personal library and let your creativity soar.

Materials

- Construction Paper
- Plain white paper
- Markers, crayons, or colored pencils
- Hole punch
- Yarn

Procedure

- 1) Grab a sheet of construction paper and fold it in half.
- 2) Then grab four sheets of plain white paper and fold them in half.
- 3) Place the four folded sheets of plain white paper into the folded sheet of construction paper.
- 4) Use the hole punch to make one hole near the top of the fold and one hole near the bottom of the fold. Make sure the hole goes through all of the sheets of paper.
- 5) Take a piece of yarn and loop it through both holes.
- 6) Tie the yarn in a knot.
- 7) Create a cover for your book and be sure to make many illustrations inside! Be as creative as possible, and don't forget to give your book a title!



8: Las Ruedas Del Autobus

There are several songs in the play *Tomás and the Library Lady* that the actors sing to help tell the story. Since this show is bilingual, meaning that it uses two different languages, some of the songs are sung in Spanish. Let's try singing in Spanish, too! The following is a simple song that you may not know in English! Try singing it together as a class!

The Wheels on the Bus/Las Ruedas Del Autobus

The wheels on the bus go round and round
round and round, round and round.
The wheels on the bus go round and round
all along the town.

*Las ruedas del autobus giran sin parar
giran sin parar, giran sin parar.
Las ruedas del autobus giran sin parar
por toda la ciudad.*

And how do the doors go?
The doors on the bus swing open and shut
open and shut, open and shut.
The doors on the bus swing open and shut
all along the town.

*Y que pasa con las puertas?
Las puertas del autobus se abren y cierran
se abren y cierran, se abren y cierran.
Las puertas del autobus se abren y cierran
por toda la ciudad.*

And what about the people?
The people on the bus go up and down
up and down, up and down.
The people on the bus go up and down
all along the town.

*Y los pasajeros que hacen?
Los pasajeros alli se suben y bajan
se suben y bajan, se suben y bajan.
Los pasajeros alli se suben y bajan
por toda la ciudad.*

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B
6	Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-B
6	Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
5	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
5	Math 3.OA.3, 7