



# TOMAS AND THE LIBRARY LADY

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

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## Classroom Guide Grades K - 1

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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 K and 1. 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.

## Table of Contents

<b>Theatre</b>	
1: Discussion Questions . . . . .	3
<b>English Language Arts</b>	
2: Magik Must Reads . . . . .	4
3: Write and Illustrate Your Own Story . . . . .	5
<b>Mathematics</b>	
4: Picture Problems . . . . .	6
<b>Science</b>	
5: The Phases of the Moon . . . . .	7
<b>Social Studies</b>	
6: Creating a Map . . . . .	8
<b>Art</b>	
7: Lost and Found . . . . .	9
<b>Music</b>	
8: Telling a Story Through Song . . . . .	10
<b>Appendix</b>	
Activity Content Standards . . . . .	11

## 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 K - Grade 1) are:

*Curious George* by Margaret and H.A. Rey

*Love You Forever* written by Robert Munsch, illustrated by Shelia McGraw

*Bark, George* by Jules Feiffer

*A Sick Day for Amos McGee* written by Philip C. Stead, illustrated by Erin E. Stead

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?

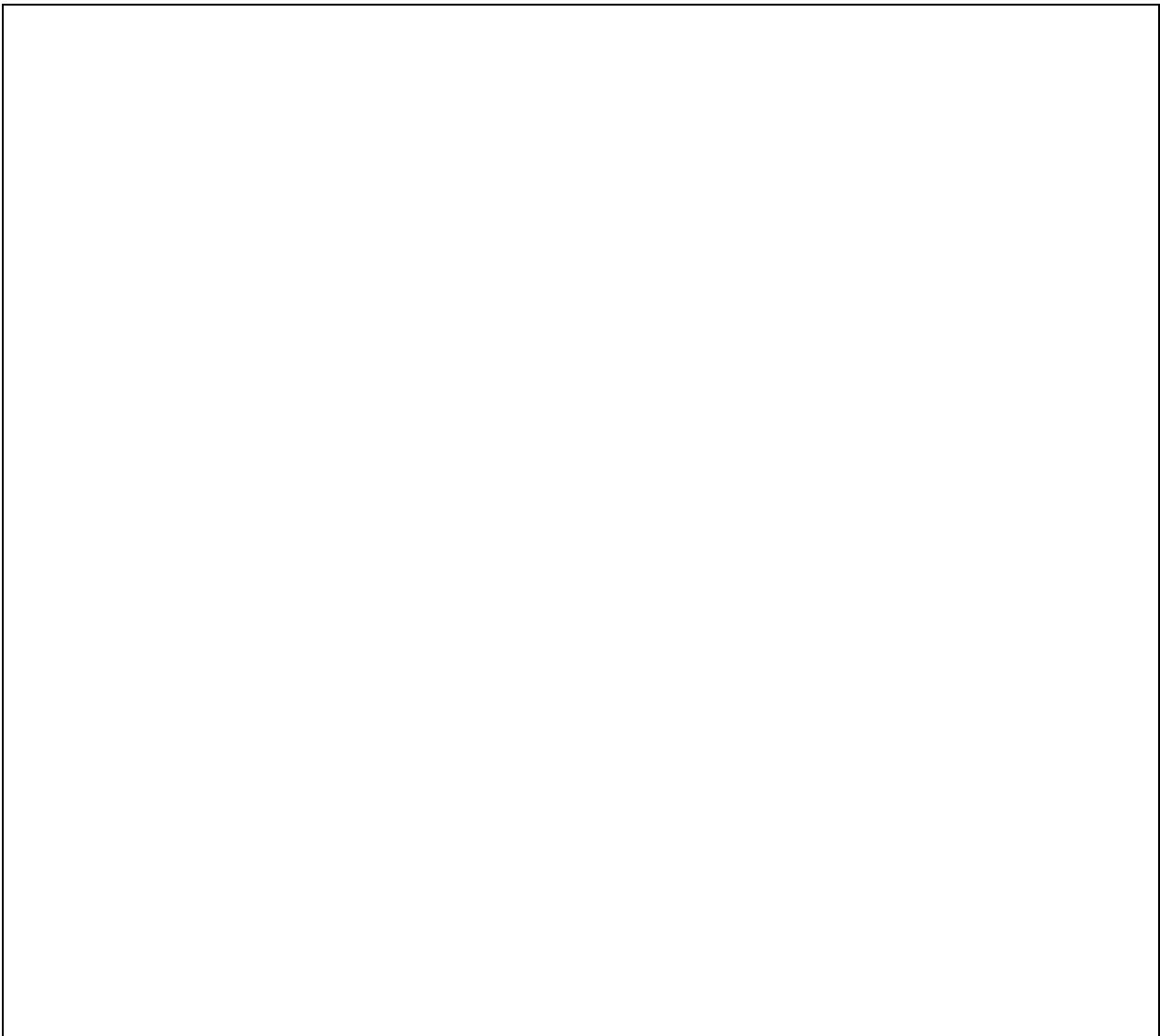
**3: Write and Illustrate Your Own Story**

In *Tomás and the Library Lady*, Tomás not only learns how to read from the Library Lady, but how to take his imagination and turn it into his own stories. It's your turn to be like Tomás! As a class, brainstorm a story about a character who uses their imagination to help themselves. Then have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

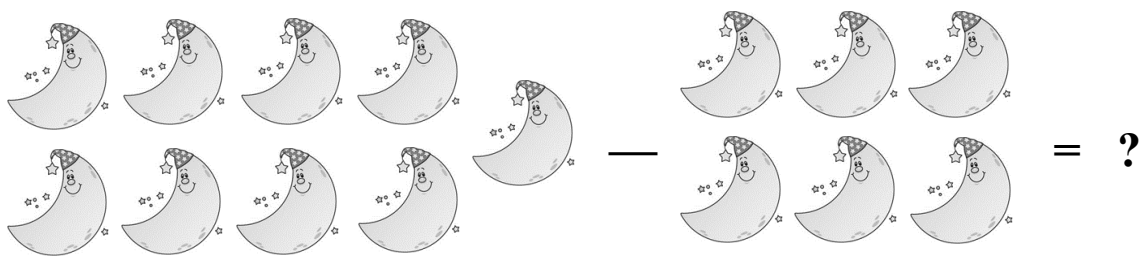
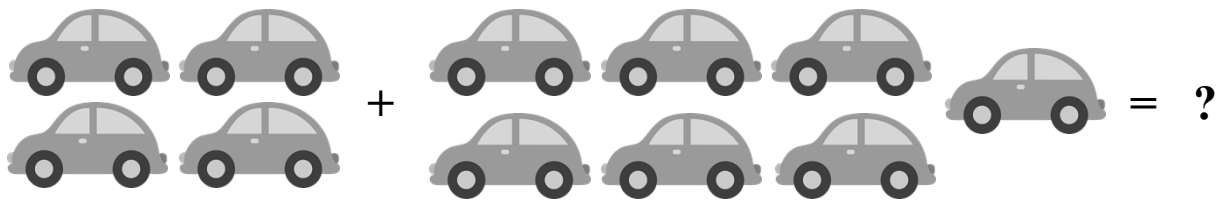
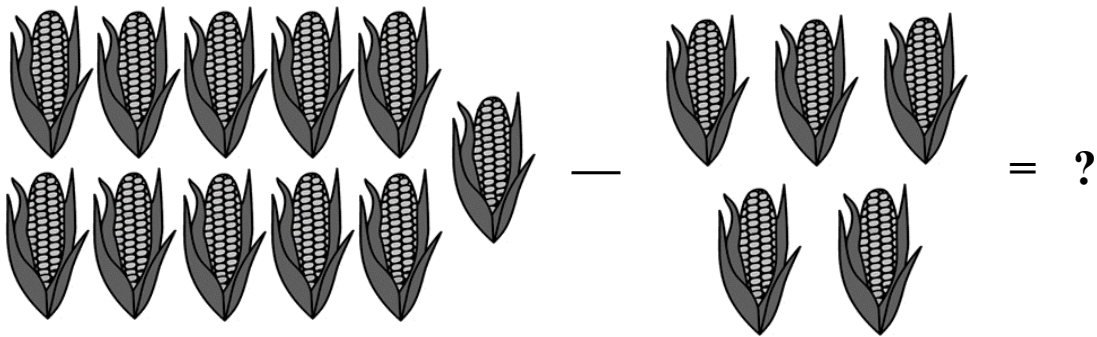
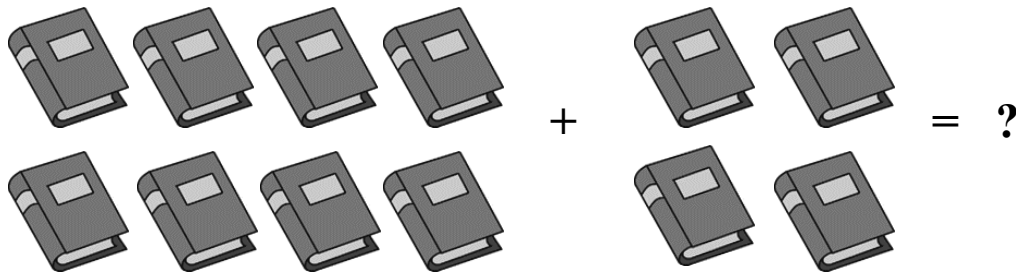
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



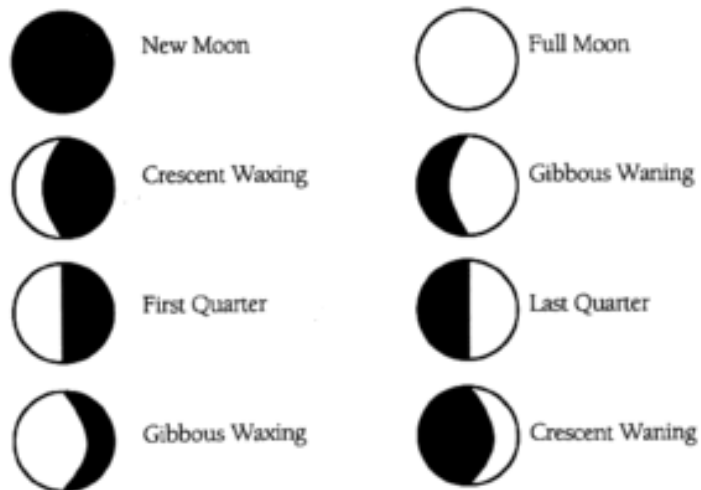
4: Picture Problems



## 5: The Phases of the Moon

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 using cookies to track the phases of the moon.

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

- Oreo cookies
- Popsicle stick or spoon
- Napkins or plates

### Creating Your Moon Cookies

- 1) Get into groups of 3–4 students.
- 2) Each group gets four oreo cookies, a plate or napkin, and a spoon or a popsicle stick.
- 3) Twist your cookies open and place the cookie with the cream facing up.
- 4) Recreate the eight phases of the moon cycle on your four cookies using the spoon or popsicle stick (New Moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, Waning Crescent).
- 5) You can take cream from one cookie and add it to another without cream to create phases.
- 6) Once finished, place the cookies in the order that they would cycle in the sky.

### 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) What did you learn from this activity?

## **6: Creating a Map**

In the play, Tomás' family moves from Tejas to Iowa to find work. Once in Iowa, they live in a small house on the edge of the farm. Tomás travels around the city to go to the Carnegie Library and the Post Office. Map out the city in which Tomás and his family are living and Tomás' journey on the first day.

### **Materials**

- Paper
- Poster board
- Crayons, colored pencils, or markers
- Scissors
- Brads
- Yarn

### **Mapping Out the Journey**

- 1) Divide into four groups.
- 2) Each group receives a piece of paper and a different location (Library, Post Office, Farm, and House).
- 3) As a group, draw a picture of your assigned location.
- 4) Once the pictures are drawn, take the pictures and use the brads to attach each picture to the map.
- 5) Tie the yarn to the board with the brads. With your teacher, map out the journey that Tomás took as he arrived in town.
- 6) Tomás started his journey at the house, walked to the farm (to get the letter), walked to post office (to drop off the letter), then walked to library (to the Library Lady and books), and finally to his house.

### **Follow-Up Questions**

- 1) What is a map?
- 2) Where did Tomás go after the Library?
- 3) What type of things could Tomás find in the library? (books, maps, etc.)
- 4) Who might you find at the home?
- 5) What is this map missing? How could you improve this map?



## 7: Lost and Found

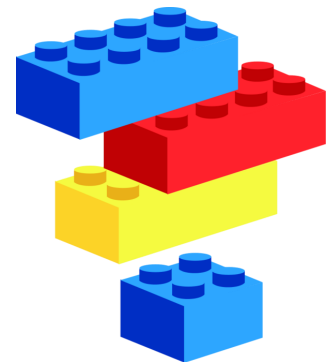
In the play, Tomás and his brother Enrique go to the town dump to find coal. While they are there, Tomás and Enrique find books and toys. To the boys, these are hidden treasures. There is a saying that “one man’s trash is another man’s treasure.” This exercise will show how one classmate’s trash is another classmate’s treasure.

### Materials

- Paper
- Pencils, crayons, or markers

### Class Lost and Found

- 1) Each student gets a piece of paper. On this piece of paper, draw a toy that you no longer use. Then write one sentence about the toy.
- 2) Pass your paper to the person next to you and then get another sheet of paper from your teacher.
- 3) On the new paper, take the toy that you have been passed and draw yourself playing with it.
- 4) After you are done, each student will present the original toy and the new use for it to the class. The order should go AB, BC, CD, DE, etc.



### Follow-Up Questions

- 1) What does the saying “one man’s trash is another man’s treasure” mean?
- 2) What did you learn from this exercise?
- 3) How did the working together with other classmates affect your art work?
- 4) What did Tomás find in the junkyard?



## 8: Telling a Story Through Song

In the play, Tomás and the Library Lady use music and rhymes to tell different stories that they have read. These are called summaries and they are important in understanding what a book, play, movie, etc is about. Utilize books the class has read this year and make summaries of each through rhymes and music.

### Materials

- White board or chalk board
- Utensil to write on board

### Musical Summaries

- 1) Pick a book that you have read as a class.  
i.e. Shel Silverstein's, *The Giving Tree*
- 2) As a class, explain the key points of the story and write them on the board.  
i.e. boy befriends tree, tree gives boy apples, tree gives boy branches and leaves, tree gives boy trunk, tree gives boy rest
- 3) Turn your plot points into rhymes.  
i.e.       Once there was a boy and a tree  
              They became friends very quickly  
              When the boy was hungry  
              The tree gave him apples that were chunky  
              When the boy needed shelter  
              The tree gave him branches and leaves to live better  
              When the boy needed to leave  
              A trunk from the tree, he received  
              When the boy was old and the tree had nothing left  
              The tree let him sit on the stump for a rest
- 4) Now take your rhymes and add a beat. You now have a musical summary!

### Follow-Up Questions

- 1) What rhymes with Library?
- 2) Was it hard to do this?
- 3) Why are some words harder to rhyme?
- 4) Did you learn more about the book when you did this?
- 5) Was it fun to make up a beat?
- 6) Is it harder or easier to remember the summary and the rhyme with the music or without?

**TEXAS**

**Kindergarten**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.a.4.A-B; 112.11.b.2.B-E; 112.11.b.4.A,B
6	Soc Studies 113.11.b.2-3, 14-15; ELA 110.11.b.13, 15
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

**Grade 1**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E; 112.12.b.4.A-B
6	Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

**COMMON CORE**

**Kindergarten**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

**Grade 1**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8