

Family Literacy Guided Lesson

For Gathering the Sun: An Alphabet in Spanish and English

NY State Learning Standards

Learning Standard 1 and 3 for Languages

Other Than English:

Students will be able to use a language other than English for communication.

Students will develop cross-cultural skills and understandings.

Learning Standard 1 for English Language

Arts: Students will listen, speak, read, and write for information and understanding, discover relationships, and use knowledge generated from texts.

About the Book

Gathering the Sun: An Alphabet in Spanish and English

Alma Flor Ada, Author and
Simón Silva, Illustrator

In this strikingly beautiful alphabet book, author Alma Flor Ada uses 28 simple poems to portray the bounty of the harvest and the history of Hispanic migrant farmworkers. Her poems stress honor of family, dignity of work, and pride in heritage. Illustrator Simón Silva's gouache paintings drenched in the rich reds and oranges of the land give voice to his own farmworker family childhood. The book is dedicated to the living memory of César Chávez and the letter "C" provides a touching elegy to him. Each page highlights one alphabet letter with a Spanish word and poem and an English translation.

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The Language/Literacy Connection

Foundations for Literacy

Early exposure to letters and their sounds is an integral part of a rich literacy experience and important to success in reading. Two of the best predictors of first grade reading achievement are alphabet knowledge – knowing letter names and letter sounds, and phonemic awareness – the ability to recognize and manipulate sounds and words. The capacity for developing phonemic competence and letter recognition is present in very young children and continues to grow as children are given meaningful learning experiences. As early as two months of age, infants are able to perceive differences in basic shapes and will settle down when listening to nursery rhymes. From this beginning, preschool and school age children learn to recognize the more subtle differences in the shapes of letters and to hear and manipulate the intricate sounds of their language. The most effective learning experiences are those that are meaningful to the child, linked to previously acquired knowledge and presented in a supportive framework.

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Early Childhood Education-Infant/Toddler Level

Building Alphabet Knowledge

PLS-4 Skills

Auditory

Comprehension

19. Demonstrates appropriate use of objects in play

Expressive

Communication

15. Participates in play routine with another person for 1 to 2 minutes
20. Produces a variety of consonant sounds

Before the Visit

Gather Needed Materials

- ♦ Alphabet cookie cutters
- ♦ Playdough
- ♦ A carrot

Prepare Lesson Props

- ♦ Following the directions to the right to make a batch of playdough.

The Alphabet Song

- ♦ Sing traditional songs that include alphabet letters.

A B C D E F G

Una mocsa parada en la pared en la pared, en la pared.

H I J K L M N O P

Ana masca parada an la parad...

Q R S and T U V

Ene mesque perede en le pered...

W X and Y and Z.

Ini misqui piridi in li pirid...

Now I know my ABCs;

Ono mosco porodo on lo porod...

Next time won't you

sing with me.

Unu muscu purudu un lu purud...

Playdough Letters

- ♦ Place the playdough and cookie cutters on the workspace. Say to the parent: *Playdough can be used successfully with children beginning around 12 months. Like most things at this age, you will have to supervise (child's name), and remind him/her not to put the playdough in his/her mouth.*
- ♦ Give the child a small round ball of playdough. Show him/her how to squeeze, roll and flatten it. Say to the parent: *Children who are experiencing playdough for the first time often explore it in a limited way. Point to the illustration for the letter O. Say to the child: Do you think the mother and little boy have playdough?*
- ♦ Give the parent a ball of playdough and the cookie cutter for the letter O. Say to the parent: *Make an O and show it to (child's name). Point to the letter O in the book and to the parent's playdough letter. Say: Look at this O (in the book) and at the O that mommy/daddy made.*
- ♦ Work with one letter at a time. You may choose to only do the letter "A" and the beginning letter of the child's name.

During the Visit

- ♦ With the parent and child sitting together, look at several pages in the book. Talk about the colors and objects in the paintings. Point to and name the bold letter on the pages that you look at. For example, say: *This is an O. See how round it is? Do you see other round things in the picture?* (The coffee cup and saucer, the center of the flowers, the mixing bowl, the mother's earring, the balls of dough.) *See the red book the father is reading? What is the little girl doing? Writing a letter? Who do you think she is writing to? What are the mother and little boy doing? Making tortillas?* Depending on the child's language skills, he/she may participate in the conversation by looking at objects that you point to and name, by pointing to objects, or by naming objects. You may have to ask and answer questions. But, you will be providing labels for objects and a language model.

Recipe for Playdough

- 1 cup water
- 4 cups flour
- 2 tbsps. salad oil
- 1 ½ cup salt

Combine oil and water. Mix thoroughly. Mix salt and flour together. Add the water mixture to the dry ingredients, a little at a time, until the mixture is about the consistency of firm bread dough. Store in a resealable plastic bag.

Early Childhood Education-Preschool and School Age Levels

Alphabet Mailbox

PLS-4 Skills

Auditory

Comprehension

57. Identifies initial sounds

Expressive

Communication

37. Names a variety of pictured items

Before the Visit

Gather Needed Materials

- ♦ Glue ♦ Tape
- ♦ Scissors ♦ Markers
- ♦ Shoe or other boxes with lids
- ♦ Construction paper or wrapping paper
- ♦ Index cards
- ♦ Magazine pictures

Prepare Lesson Props

- ♦ Decide what letters to include in the lesson.
- ♦ Follow the directions to the right to make (1) several mailboxes, (2) letter cards, (3) word cards and (4) picture cards for alphabet mail game.

During the Visit

- ♦ With the parent and child sitting together, read several poems from *Gathering the Sun: An Alphabet in Spanish and English*. If the parent is literate in either English or Spanish, ask him/her to read portions of the text. Point to the large letter in the text box on each page. Talk about the letter's name, its sound and its relationship to the illustration. For example, turn to *B Betabel*. Ask: *What is the name of this letter? (B) What sound does it make? (/b/) What are the workers in the illustration doing? (Harvesting betabel) What other words begin with the /b/ sound? (batata, bebé, berza, blusa, boca, brazo)* If the child's language is English, ask for English words that begin with /b/ (baby, blouse, branch, ball, bed). For some letters, the Spanish word and its English translation begin with the same letter. But others, like duraznos / peaches, do not. Also, some Spanish letters, *Ch* and *Ll*, are not included in the English alphabet.

Alphabet Mailbox Game

- ♦ *Directions for Mailboxes:* Cover shoeboxes with construction paper or wrapping paper. Cut a slit through the top of each lid and put the lids on the boxes. Print the letters to be used in the game on the boxes, one letter per box.
- ♦ *Directions for Letter Cards:* Print the letters to be used in the game on index cards, one letter per card. These are the "game letters." Make 6 cards for each game letter. Shuffle the cards and give them to the child to sort into the Mailboxes. Say: *As you sort the letter cards, say the letters name and sound.* Assist as needed.
- ♦ *Directions for Word Cards:* Print words that begin with the game letters on index cards, one word per card. Shuffle the cards and give them to the child to sort into the Mailboxes. Underline the first letter of each word, if necessary, to help the child focus on the letter. For example, Betabel or Beet. Say: *As you sort these word cards, say the name and sound of the first letter of each word.* If the child is a reader, he/she may also say the word.
- ♦ *Directions for Picture Cards:* Glue pictures of objects that begin with the game letters onto index cards. Do not include letters or words. Ask the child to sort the picture cards into the mailboxes. Say: *As you sort these picture cards, say the name of the object in the picture, and the name and sound of the first letter.* For example, *"This is a ball. The first letter is B. The B sound is /b/."*
- ♦ Say to the parent: *To become good readers children need to recognize letters by their shape, names, and sound. The Mailbox games that we played with letter cards and word cards help (child's name) visually recognize letters. The Mailbox game that we played with picture cards helped (child's name) recognize alphabet letters by their sound. Both of these skills, visual recognition and aural recognition, will build (child's name)'s reading skills.*

Parenting Education Activity

Windows on Literacy

Children want to be readers and writers. They feel pride when they first make purposeful marks on paper and excitement when they first understand that what they say can be written down and read by themselves or others. This is the beginning of literacy knowledge, the understanding that there is a relationship between sounds and symbols. Parents help children extend literacy knowledge and skills through activities that support print perception, increase vocabulary growth, and stimulate phonemic awareness. For example, games that emphasize words in the child's world contribute to his/her literacy development.

Alphabet Post-Its

- ◆ Write the letters of the alphabet on post-it notepaper – one letter per sheet.
- ◆ Say: *You can help (child's name) make the connection between sounds and alphabetic symbols with this simple alphabet game.* Show the parent the post-it note with the letter A printed on it. Look for something in the room that begins with the letter A and stick the post-it note on it. (Apple, address book, adhesive tape, alarm clock, aluminum foil or arroz, ajo, aceite, abrebotellas, alacena).
- ◆ Give the parent a few letter post-it notes to try.
- ◆ Say: *Adjust the game to match the ability level of your child.*
- ◆ Give a younger child several post-it notes with the same letter – perhaps the first letter of his/her name. How many things can he/she find that begin with M for Maria or B for Bobby?
- ◆ Write words for beginning readers to read and stick onto their corresponding objects. Start with names of the parts of the body and go on to words for furniture, appliances, knick-knacks, etc.
- ◆ Have an older child print the names of objects he/she finds on the post-it note. If he/she sticks a B post-it note on a bottle, he/she must then write *bottle* / *botella* on the post-it note.
- ◆ Print words on post-it notes and ask the child to scan newspapers, magazines and books to find the word. When found, stick the post-it note next to it.
- ◆ Ask more advanced readers to copy words from a dictionary onto post-it notes and then find those objects in the home. Remind children to copy only words that make sense for the game. Crocodile, for example, will only make sense if the family has a pet crocodile, a toy crocodile or a picture of a crocodile.

Sing Letter Sounds

- ◆ Say: *Introduce (child's name) to letter sounds through made-up songs that feature his/her toys and the beginning sound of the toy's name. Sing the songs as you and (child's name) go about your daily activities. Here is an example.*

Sing to the tune of *Bingo*

Isabella has a doll,	Miquel Garcia has
And <u>Madeline</u> is her	a truck
name	Its name begins
m-m-m-m-m,	with <u>I</u> ,
m-m-m-m-m,	t-t-t-t-t,
m-m-m-m-m,	t-t-t-t-t,
And <u>Madeline</u> is her	t-t-t-t-t,
name	Truck begins with <u>I</u> .

- ◆ With the parent, look through the child's toy box and make up some additional verses.
- ◆ Say: *By the time (child's name) begins kindergarten, letter sounds will be familiar friends.*

Interactive Literacy Between Parents and Their Children

Alphabet Connections

By the time successful readers enroll in kindergarten they already know a great deal about language and literacy. Their parents have been teaching them about reading and writing long before they enter school. As children learn more about reading and writing, they get interested in learning about the alphabet itself. Research suggests that for these children, the alphabet becomes just one more thing to explore, experience and master.

Name Accordion Book

Materials: lightweight cardboard, letter-size envelopes, construction paper, glue, clear packing tape, and magazines.

Directions:

- ♦ Cut the cardboard into 4-inch squares, one square for each letter in your child's name.
- ♦ From construction paper, cut out the letters in your child's name. Glue the letters onto the cardboard squares – one letter per square.
- ♦ Cut the envelopes in half to make small pockets. Glue one pocket on the back of each square.
- ♦ Arrange the squares so they correctly spell your child's name.
- ♦ Tape the squares together, leaving ¼ inch between each square.
- ♦ Fold the squares accordion style to create a book.
- ♦ Cut additional letters from the construction paper and magazines. Use only letters in your child's name. Have your child sort the letters into the appropriate pockets.
- ♦ Cut magazine pictures that begin with the letters of your child's name. Have your child sort the pictures into the appropriate pockets.
- ♦ Open the book so your child can see his/her name.

Alphabet Card Games

Materials: 3 x 5 inch index cards, marker, and clear contact paper.

Directions: Print letters onto the index cards – one letter per card. Include letters that your child knows plus one or two new letters. Make several cards for each letter, both upper and lower case. Cover the cards with clear contact paper for durability.

Games to Play:

MAC

This is a good game to help children visually discriminate between printed letters.

- ♦ Decide on the letter card that will be the "Mac" for the game.
- ♦ Deal the entire deck to the players. Players' cards are left face down.
- ♦ Players place their cards, one at a time, in the center of the playing area.
- ♦ Whenever a "Mac" card is turned up, the first player to slap it takes the entire pile and adds it to his/her stack of cards.
- ♦ Play until one player has all the cards.

Fish For Pairs

This is a good game to help children learn the letter names.

- ♦ Deal six cards to each player. Place the remaining cards face down in a center pile.
- ♦ Players check their hands for matching pairs – two matching uppercase letters like "C" and "C", two lower case letters like "f" and "f", or an upper and lower case letter that match like "T" and "t."
- ♦ Matching pairs are laid in front of the player.
- ♦ The first player asks another player for a card to match one remaining in his/her hand.
- ♦ If the player who was asked has the requested card, he/she must hand it over. If not, he/she says "Gone Fishing" and the first player takes a card from the center pile.
- ♦ The game is over when all the cards are paired.

Adult Literacy - ABE Level

My Life from A to Z

From A to Z, Alma Flor Ada writes about the lives of migrant farmworkers. Her inspiring poems in *Gathering the Sun* motivate us to write about our own lives. One way to write a life story is to recall important events and organize them along a continuum. Events might include learning to ride a bike, getting married, or the birth of your first child. Drawing inspiration from Alma Flor Ada's book, use the alphabet as the continuum along which to organize your memorable life events.

Directions

- ♦ On a long sheet of paper write the letters of the alphabet from A to Z.
- ♦ Tap your memory bank to recall important events in your life.
- ♦ In a few words or sentences, record each event on a file card – one event per card.
- ♦ For each event, underline a key word.
- ♦ Arrange the index cards in alphabetical order according to the underlined key words.
- ♦ Copy the important events of your life on the A to Z lifeline.
- ♦ Write a sentence to describe each event.
- ♦ As you think of other important life events, add them to your A to Z lifeline.

Example

Important life events might include:

1. Recall important events

- ♦ Moved to Florida
- ♦ Brother died
- ♦ First car
- ♦ Appendix operation
- ♦ Married Elaine
- ♦ Heather was born
- ♦ Kim was born

2. Underline a key word

- ♦ Moved to Florida
- ♦ Brother died
- ♦ First car
- ♦ Appendix operation
- ♦ Married Elaine
- ♦ Heather was born
- ♦ Kim was born

3. Arrange in alphabetical order

- ♦ Appendix operation
- ♦ Brother died
- ♦ First car
- ♦ Married Elaine
- ♦ Moved to Florida
- ♦ Heather was born
- ♦ Kim was born

4. Write key words on A to Z lifeline and write a sentence for each event.

<u>Appendix</u>	A	I had an operation to remove my appendix when I was 8.
<u>Brother</u>	B	My brother John was killed in a car accident when he was 17.
<u>Car</u>	C	My first car was a 1980 red Ford.
	D	
<u>Elaine</u>	E	Elaine and I were married in 1998.
<u>Florida</u>	F	My family moved to Tallahassee, Florida after my brother died.
	G	
<u>Heather</u>	H	My oldest child is Heather. She is three.
<u>Kim</u>	K	Kim is my second child. She was born on August 12, 2002.

Adult Literacy - GED Level

César Estrada Chávez by Feliciano M. Riber

Knowledge of the alphabet is useful as a tool in locating information in resource books. As you read the following article, consider the multiple meanings of the underlined words. Then, look in a dictionary to find the meaning that best fits the word as it is used in the article.

Example

Act in the phrase *the "truest act of courage...*

Meanings: (1) a law, (2) to behave, (3) to pretend

César Estrada Chávez, (1927-1993) was a **labor** union organizer and spokesperson for the impoverished — especially his fellow Mexican American farmworkers. He **supported** nonviolent action to achieve his aims.

Chávez was **born** on a farm near Yuma, Arizona. When he was 10 years old, his parents lost their farm and the family became migrant workers in California.

Chávez began to organize grape pickers in California in 1962, when he established the National Farm Workers Association with **activist** Dolores Huerta. In 1966, his union merged with another one into the United Farm Workers Organizing Committee (UFWOC). The two earlier unions had been on **strike** since 1965 against California grape growers. After the merger, California's wine grape growers agreed to **accept** the UFWOC as the **collective bargaining agent** for the grape pickers. But the **table** grape growers **refused** to do so. Chávez then **organized** a nationwide boycott of California table grapes. In 1970, most table grape growers agreed to accept the **union**, and the boycott ended. Later that year, Chávez called for a boycott of lettuce **produced** by growers without union **contracts**. In 1973, the union changed its name to the United Farm Workers of America (UFW). Many grape growers failed to renew their contracts in 1973, and Chávez led a new grape boycott. He ended the boycotts of lettuce and grapes in 1978.

Chávez remained personally **committed** to nonviolence despite occasional outbreaks of violence during UFW strikes. He declared that the "truest act of courage. . . is to sacrifice ourselves for others in a totally nonviolent struggle for justice."

Look in a dictionary to find multiple meanings for these words

accept	commit	strike
activist	contract	support
agent	labor	table
bargain	organize	union
born	produce	
collective	refuse	

Write a sentence using each of the words.

Adult Literacy - ELL Level

Work Words from *Gathering the Sun*

Use words from *Gathering the Sun* to help learners hear the plural form of regular nouns and learn singular and plural forms of a phrase to use with the nouns. If necessary, change the vocabulary words from those suggested to words that are more appropriate to the learners' work experience.

Vocabulary

- ♦ Tree/s
- ♦ Beet/s
- ♦ Field/s
- ♦ Row/s
- ♦ Pear/s
- ♦ Seed/s
- ♦ Flower/s

Phrases

- ♦ This is a _____.
- ♦ These are _____.

Lesson Props

- ♦ Package of seeds
- ♦ Flowers
- ♦ Beets
- ♦ Pears
- ♦ Index cards
- ♦ Several pictures of each vocabulary word

Before the Lesson

- ♦ Glue pictures onto the index cards
- ♦ Write the English word for the vocabulary under the picture

Introduce Vocabulary

- ♦ Open the seed package and spill several seeds on the workspace. Place one seed in the learner's hand. Say: *This is a seed. What is this?* Motion for the learner to answer: *This is a seed.* Point to the seeds and say: *These are seeds. What are these? These are seeds.* Ask again: *What are these?* Motion to the learner to answer: *These are seeds.* Repeat three times.
- ♦ Place the flowers on the workspace. Give one flower to the learner. Say: *This is a flower. What is this?* Motion for the learner to reply: *This is a flower.* Say: *These are flowers. What are these?* Motion to the learner to answer: *These are flowers.* Repeat three times.
- ♦ Use the same format to introduce the words: *beet/s* and *apple/s*. Repeat three times.
- ♦ Place two picture cards on the workspace – a picture card showing one tree and a picture card showing several trees. Point to the picture showing one tree. Say: *This is a tree. What is this? This is a tree.* Ask again: *What is this?* Motion for the learner to answer: *This is a tree.* Point to the picture showing several trees. Say: *These are trees. What are these?* Motion for the learner to answer: *These are trees.* Repeat three times. Repeat three times.
- ♦ Use the same format to introduce the words: *row/s* and *field/s*. Repeat three times.

Listening Exercises

Help the learner listen to the ending sound on the vocabulary words.

- ♦ Place the pictures on the workspace. Give the pictures to the learner one-at-a-time and ask a series of yes/no questions. For example, when handing a picture of several flowers to the learner, ask: *Is this a flower?* Motion for the student to answer, *No, these are flowers.*
- ♦ Place the pictures on the workspace. Motion for the learner to give you the appropriate picture as you say the vocabulary words: *tree, trees, flower, flowers, fields, field, etc.*

Speaking Exercises

Practice the vocabulary words and the phrases with a game of lotto. Place the picture cards on the workspace picture-side-down. Take turns turning the cards over. Each time a card is turned, the person making the play must say: *This is a _____.* Or, *These are _____.* Place matched cards in front of the player who makes the match.