

# NASHVILLE CHILDREN'S THEATRE

## TOMÁS AND THE LIBRARY LADY

By José Cruz González

Adapted from the book by Pat Mora

APRIL 25-MAY 19, 2019



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### Look for These!

Subject area icons show what curricular topics each activity addresses.



Health



Computer  
Technology



School  
Counseling



Math



English  
Lang Arts



World  
Language



Theatre



Physical  
Education



Social  
Studies

Tennessee State Standards for all activities are on page 12.

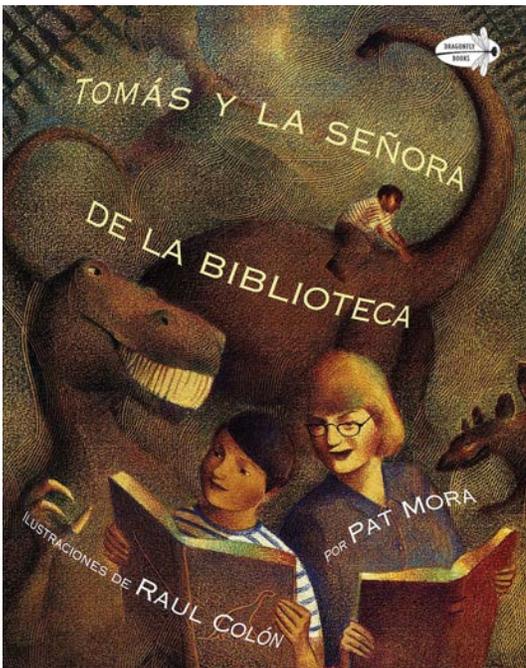
## Synopsis

Tomás is always dreaming. His Mamá tells him his head just might float off into the clouds, and Papá Grande, his grandfather, thinks he will become a great writer or famous painter one day. His parents are migrant workers who travel from Texas to Iowa for farming work. On the long, hot car ride to Iowa, Tomás tries to sleep in the back of the car. His Mamá and Papá worry about their decision to take him out of school in order to earn more money farming in Iowa.

Tomás wakes up, startled by a nightmare about his school teacher who would punish him for speaking Spanish in class. For Tomás, school became a place full of words he didn't understand. While Mamá wishes Tomás could have stayed in school, Tomás wants to be as far away from his nightmare teacher as he can.

Tomás and his family arrive in Iowa to their new home in a migrant camp, where they share an old chicken coop with other migrant workers. On the first night, Tomás floats to sleep, imagining the moon howling like a wolf and his Mamá's delicious pan dulce, or sweet bread. But the shapes from his dream morph into the shadows of nightmare teacher, and Tomás remembers all over again what it felt like to be yelled at for not understanding English.

While Mamá and Papá pick corn in the fields, Tomás and his brother Enrique spend their summer days playing, carrying water to the workers, and listening to Papá Grande tell stories. Tomás memorizes every detail, and before soon he knows every single one of Papá Grande's stories! Papá Grande suggests he visit the library, so he can tell new stories of his own.



Tomás walks to the library, slowly approaching its huge windows and shelves full of books, more books than Tomás has ever seen before. A lady approaches him and offers him a drink of water. He teaches her how to pronounce his last name, Rivera, and feels proud for teaching someone new words - and for someone to understand him. The library lady helps him sound out English words in a book about a cat, and he learns that he can get better at English if he keeps practicing. The library lady lends him two books, and Tomás runs home, excited to share his new stories.

Tomás likes visiting the library. He gets swept up in stories of wild snakebirds, dinosaurs, Indian camps, deserts, and basketball, and for a little while he forgets about Iowa and Texas, and all of the English words he is learning. In the evenings, he brings books home and Papá, Mamá, Enrique, and Papá Grande sit close to listen to his stories.

Enrique and Tomás overhear Mamá and Papá talking about returning to Texas. Knowing he would need to go back to school, thoughts about the nightmare teacher begin to swirl in Tomás' mind. But this time, Tomás isn't afraid. Now able to read and speak English, Tomás imagines piling books over nightmare teacher, making her melt like the witch in *The Wizard of Oz*.

One day in August, Tomás and Papá Grande visit the library. Tomás teaches the library lady a new word, adiós, or good-bye. The time has come for his family to go home to Texas. Tomás feels sad to leave his new friend, the cool water, and all the books. But the library lady gives him a book full of blank pages for Tomás to write his own stories, more stories for a new storyteller.

## The Real Tomás Rivera

Did you know *Tomás and the Library Lady* is a true story? The book, written by Pat Mora, is based on a real experience from Tomás Rivera's childhood. It was later adapted for the stage by José Cruz González.



Tomás was born in Crystal Lake, Texas in 1935 to Florencio and Josefa Rivera. He had two brothers. His parents were migrant workers, meaning they travelled annually from Texas to the Midwest to search for seasonal work. *Tomás and the Library Lady* is inspired by the events that transpired during one summer in Iowa. He fell in love with reading and writing, and dreamed of becoming a writer himself. Despite missing the end of each school year due to the migrant stream to the Midwest, he graduated from high school. He worked as a migrant worker until he was 20, at which point he decided to focus on his education full-time.

Rivera died of a heart attack at the age of 48, which makes all that he accomplished in his life all the more astounding and inspiring. He spent his childhood balancing work and school, and did not let up once his attention was devoted solely to higher education. He was the first of his family to attend college, and he earned four degrees (three of which he earned while concurrently teaching full-time). He earned a B.A

in English, an M.Ed in Educational Administration, an M.A in Spanish Literature, and a Ph.D in Romance Languages and Literature.

He taught in public schools, junior colleges, and universities. During this time, he also published several poems and short stories, though his most well-known work is his semi-autobiography *...y no se lo tragó la tierra / ...And the Earth Did Not Devour Him* (1971). He was promoted to increasing positions of authority at various universities and at the time of his death, he was the Chancellor of University of California, Riverside. He is survived by his wife and three children.



### DISCUSSION

2-4



Discuss the following prompts with your students about the life of Tomás Rivera.

- Rivera broke down stereotypes and defied expectations, and he was always proud of his past. When applying for jobs, he always listed his migrant work experience. What do you think that said about him to his employers? How did the skills he learned working in the fields relate to the ones he needed to demonstrate in the classroom?
- He struggled to find a job teaching English as an Hispanic. His wife stated that he was offered a job driving a school bus after he graduated with his bachelor's degree. It was one of the reasons he returned to school to get a subsequent degree in Spanish. How would you have felt if you were Tomás? After hearing his Nightmare Teacher berate him for speaking Spanish, what is your reaction to hearing that his first college degree was in English?
- In an interview with his wife after Tomás passed away, she stated that his two brothers also enjoy their own success. One is a doctor, and the other has a business in their hometown. What do you think all three Rivera siblings have in common?

## The Life of a Migrant Worker

Tomás is the son of migrant farm workers, and worked as a migrant worker himself until he was 20. Migrant workers move from place to place to harvest crops seasonally. Often people move to do this work to support their families financially. It is estimated that there are between 1 and 3 million migrant farm workers here in the United States who harvest and pack the food we eat every day. Migrant workers differ from seasonal farm workers; seasonal workers work temporarily but they do not have to travel or move for the work. The Rivera family would leave their home in Texas in April, and typically work a four-month harvest in the Midwest.

Migrant workers faced, and still face, tremendous hardships. These include:

- **Money:** They live below the poverty line. Depending on their state of employment and the size of the farm, they are not protected by minimum wage laws. The median income for a migrant farm worker is \$7,500, which (if spread over the course of a year) is only \$625 a month.
- **Housing:** In the play, Tomás' mother is frustrated to discover they will be staying in a chicken coop. Migrant workers are often crowded.
- **Hours:** Farm workers are expected to work twelve hour days, six days a week. The days can be physically grueling and extremely hot.
- **Moving for Work:** They frequently move, either throughout the year or just during the summer. This is hard on the family, but also the children who have to be uprooted from their schools and social circles.
- **Racism:** Despite a significant number of migrant workers being American citizens, like Tomás' family, they are often viewed as illegal immigrants or treated poorly due to the color of their skin.

### DISCUSSION:

2-4



Migrant farm workers obviously face a great deal of hardships given the laborious work they are doing, but attention must also be paid to the children of migrant farm workers. It is a nomadic lifestyle that doesn't allow them to finish the school year in the same one they began the year in and requires them to meet new people and join new schools at the end of the school year. In addition, they may help their parents with the farm work. Would it be exhilarating or challenging to start over each year? What about your school friends who never moved? Would it be difficult to rejoin your circle of friends the next year? What would you miss out on if you left your home and school for four months every year?



## The Life of a Migrant Worker (cont.)

### H-2A Visa Program

The H-2A visa program provides foreign nationals the opportunity to work in the United States on a temporary basis. The employer must prove that the job is temporary or seasonal, that they will not affect the wages and working conditions of American citizens doing the same job, and that they are hiring non-U.S. citizens because there are not U.S. workers who are able, willing, qualified, and available to do the job.

**Discuss:** Given the existence of the H-2A visa program, what does that say about the jobs American citizens are turning to? Why do you think farms cannot find enough U.S. citizens who are able, willing, qualified, and available to do the job?

The Migrant and Seasonal Agricultural Workers Protection Act was passed in 1983. It establishes wage, housing, and transportation standards that employers must abide by.

The Fair Labor Standards Act was passed in 1938. It guarantees a minimum wage for each hour worked and requires overtime pay to most employees. It excluded farm workers until 1966. Farm workers still do not receive overtime pay, workers on small farms are not entitled to receive minimum wage, and children as young as twelve are legally allowed to work in the fields.

**Notable Figure:** Cesar Chavez was a civil rights activist whose family were migrant workers in California after the Great Depression. He attended thirty-five schools before dropping out after the eighth grade because his teachers teased him for speaking Spanish. He also worked as a migrant farm worker for a period of time. He was inspired after experiencing firsthand the horrendous conditions on the farms for migrant workers. He formed a labor union called the National Farm Workers Association in 1962 to protect their rights of migrant workers. It later became the United Farm Workers of America. They protested conditions through boycotts, marches, and hunger strikes.



### CURRICULUM CONNECTION: A Day in the Life

2-4



Farmers work from sunrise to sunset. Farming is a year-round job with limited (if any) days off. Farm laborers, such as migrant farmers, must show efficiency in the fields since they were commonly paid based on how much they harvested (for example, how many bins they filled). Efficiency means using your time wisely and productively. Create a twenty-four hour blank schedule for your students. Ask them to fill it out for two days: a weekday they are in school, and a weekend. Tell them to start by filling in set tasks, such as the number of hours they sleep, when and how long they typically eat, time they are in school, and any outside activities. Now ask them to think about what they do with the rest of their day. Once they have mapped out a typical day, ask them to color-code their activities to identify what is required (school, homework, extracurricular activities), what is necessary (sleep, meals), and what they use for their own personal use (TV, playing with friends, reading, etc.).

As a class, find the average number of hours and range for each type of activity. Display them for the class to look at. Where is the biggest similarity and what activity showed the biggest difference? What percentage of time are they doing homework? Getting exercise? When they are looking at their individual sample days, did any of your students think they spent too much or too little time doing something? Based on their reflections, ask the students to set a SMART (specific, measurable, achievable, relevant, and time-bound) goal for themselves based on their schedule. For example: Do they need to spend less time on one activity and more on another? Check in with the students throughout the semester on their progress.

## Farm Food

There are various types of farms. Some are pastoral, meaning they raise animals. Some are arable, meaning they grow crops. Others are mixed, meaning they do both. When it comes to crop farming, some farmers grow only one crop, while others grow several. The farm Tomas' family worked on in the play grew corn, beets, and spinach.

**Did You Know?:** Fruits contain seeds and come from flowers. Vegetables are the edible part of the plant, frequently from the roots. Fruit can grow on trees, vines, or bushes whereas vegetables are going to be found on or under the ground. That also means that produce we frequently think of as vegetables (zucchini, cucumbers, bell peppers) are actually fruits because they have seeds.

### ACTIVITY: Where Does It Grow?

2-4



In Tennessee, soybeans, corn, and cotton are amongst the top things produced. Wisconsin is well-known for their dairy farms, but they are also the top producer of cranberries. Assign individual students or small groups a commodity to research, such as crops, produce, or animal products. Ask your students to look around the classroom at items of clothing, things they are using, or food they are eating. Where does it come from? What type of farm? Different farms specialize in growing different things, depending on the state's climate and soil and the type of equipment used. After leaving the farm, where is the item processed or packaged? For example, clothing often begins life at a cotton farm, paper comes from trees, and our food comes from farms, orchards, etc.

### ACTIVITY: Fresh, Frozen, Canned

2-4



Bring in a variety of fruits and vegetables in different forms, such as fresh, frozen, and canned. Tell your students that they are going to compare and contrast the fruits and vegetables based on how they are produced. If it is a canned good, ask them to read the entire label to see what else is contained in the can. For example, many fruits are packaged in heavy syrup which adds sugar. Does the produce look different? Finally, ask them to taste test the produce. How would they describe the way steamed broccoli tastes from fresh broccoli? Ask them to pay attention to the flavor, the texture, etc. If any of the food was new to them, would they eat it again? Did they like a produce served in one form, but not another? Depending on the type of produce being sampled, you can also add a column for dried fruits and vegetables.

### CURRICULUM CONNECTION: Healthy Eating Abacus

For the activity, you will need pipe cleaners, beads in five different colors, popsicle sticks, and a hot glue gun. It's important that we eat a balanced diet to maintain proper nutrition. An abacus is an ancient counting tool, but you can create your own to track your servings of each food group. Make a square with the popsicle sticks and lay five pipe cleaners across vertically with about 5 beads on each pipe cleaner (so that they are in even rows). Each pipe cleaner is going to represent a different food group (dairy, vegetables, fruit, grains, and protein). Have your students track their food intake over the course of a day using their new abacus. Note that all students have different individual dietary needs and restrictions. (A great resource for parents and educators is [ChooseMyPlate.gov](http://ChooseMyPlate.gov).)

### Serving size example based on diet recommendations for one student:

**Grains (6 oz.):** 1 slice of bread or 1 cup of ready-to-eat cereal or 1/2 cup of cooked rice/pasta or cooked cereal = 1 oz

**Dairy (2-3 cups):** 1 cup of milk/yogurt or 1 1/2 oz of natural cheese or 2 oz of processed cheese = 1 cup

**Vegetables (1 1/2-3 cups):** 1 cup of raw/cooked vegetables or vegetable juice or 2 cups of raw leafy greens = 1 cup

**Fruits (1-2 cups):** 1 cup of fruit or 100% fruit juice or 1/2 cup of dried fruit = 1 cup

**Protein (4-5 oz):** 1 oz of meat/poultry/fish, 1/4 cup cooked dry beans or 1 egg or 1 tbsp of peanut butter or 1/2 oz of nuts/seeds = 1 oz

## Language & Learning

### Pat Mora and Día

Pat Mora wrote the book *Tomás and the Library Lady*. In addition to being an author, poet, and educator, Pat Mora also founded the literacy initiative Children’s Day, Book Day (or El día de los niños, el día de los libros). It is sometimes referred to as simply Día, and is a year-long celebration of reading that culminates on April 30 which, in Mexico, is known as El día de los niños (or the Day of the Child). Mora’s goal was to spread “bookjoy,” or the pleasure of reading.



### CURRICULUM CONNECTION: Bookjoy

2-4



Celebrate “bookjoy” in your classroom!

1. Ask everyone to bring in a book they love, or write down the titles to borrow from the library. Lay them out on a table and ask everyone to either read the book’s blurb or look at the cover art. Which book appeals to them? That’s the book they’re going to read! After finishing the book, ask the students to share with the class three highlights.
2. Visit the library as a class and ask them to find a book about a subject they’ve always been interested in and want to learn more about. Paleontology? Music? Space exploration? Ask your students to read about it and share with the class three new things they learned!

**Did You Know?:** Your library isn’t just a place to borrow books or use a computer. Librarians are a wealth of knowledge, and libraries offer dozens of free events and opportunities to expand your knowledge. Visit your school’s library and ask your librarian for a new book recommendation. Check your public library’s upcoming offerings. Many have classes and workshops for students that are geared towards interests, such as building with LEGO bricks, or they offer book clubs, science clubs, or movie nights.

### ACTIVITY: Painting a Picture with Words

2-4



When Tomás was eleven years old, he was in a car accident. It inspired him to write his first story, simply titled “The Accident.” The experience was so vivid, he wanted to capture it and put into words all of the sensations he felt and remembered. Ask your students to recall a memory that has stuck with them. Challenge them to remember how the memory associates to each of their five senses. Ask them to write down their memory as a short story, using as much descriptive language as possible so that the reader feels as though they are experiencing it too.



**Arts Activity Extension:** Bring their stories to life by creating a frozen tableau (students can portray humans, inanimate objects, or both) and then acting out the story in a short skit. If, for example, they were performing Tomás’ story, one person might play Tomás and another student would be the car, perhaps even giving it dialogue.

## Language & Learning (cont.)

### ACTIVITY: Spin a Story

2-4



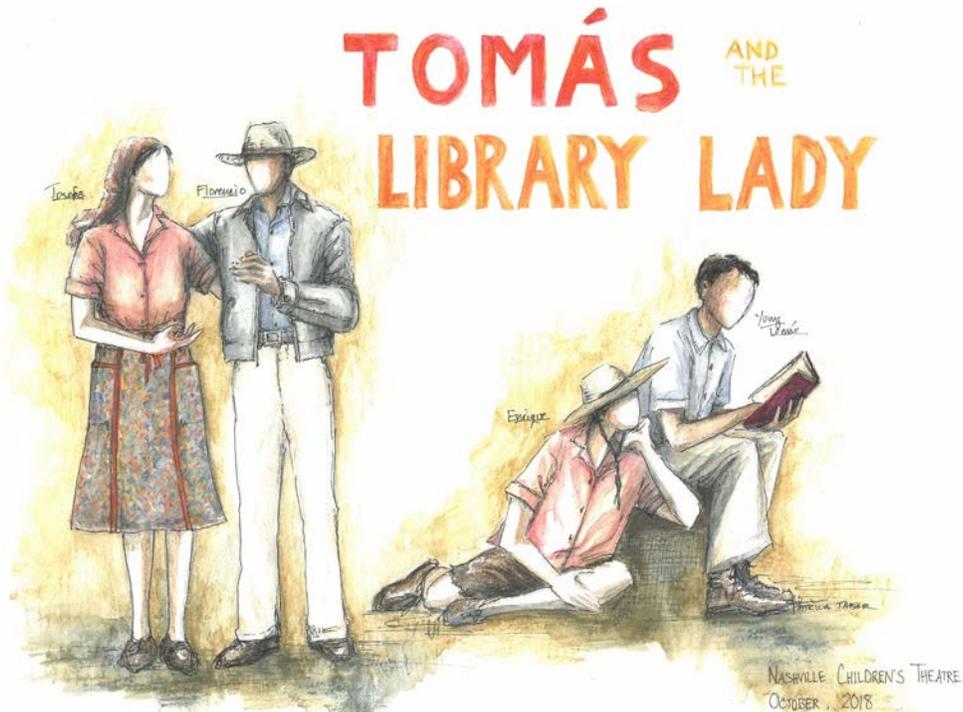
Writer's block can affect anyone and brainstorming an original story can be intimidating. Instead, tell your students that they will work together to devise an original story - either one word or one sentence at a time! Sit in a circle and one person will either start with a single word or a phrase, such as "Once upon a time." Moving clockwise around the circle, have everyone contribute either a word or a phrase (depending on how you decide to write the story). Go around the circle 2-3 times. The first few times you try the exercise, give a cue when it's time for students to begin to find the end of the story.

### ARTS ACTIVITY: Sounds of the Jungle

2-4



Tomás finds himself swept away by the books he is introduced too, and imagines that he is in some of the stories with his brother Enrique. Tell your class you are going to create a soundscape of the stories Tomás reads (or you can include their favorite books)! A soundscape describes the sounds that are heard in a particular setting - instead of using words, they will use their voices to create the sounds they might hear in Oz, for example! Have your student imagine they are on an African safari; what animal sounds would surround them? What about a baseball game? Imagine they are in a prehistoric world, surrounded by dinosaurs, or in outer space! Invite them to gradually join into the soundscape until everyone is contributing simultaneously.



Costume Rendering by Patricia Taber

### CURRICULUM CONNECTION: Translating Tomás

2-4



The worksheet on page 11 is a selection of lines from the play that contain Spanish words. Based on the English words surrounding the Spanish one(s), can your students translate the Spanish word? (The answer key is on page 12 of this guide.) Before or after the worksheet, discuss the following questions with your students.

- During the play, were you able to understand the actors, even if/when they were speaking in Spanish? Why? Was it ever challenging to stay focused on what they were saying?
- Is English your first language? Do you speak or understand any other languages? If you could speak any second (or third) language, which would it be and why?

## Patience & Perseverance

It is easy to want to quit a task because it is difficult, or you don't enjoy it. However, we persevere because the reward or consequence outweighs giving up. Ask your students: What is something you do that you would rather not, and why is it important that you continue doing it?

### ACTIVITY: I Think I Can!

2-4



Ask your class to think of an activity that once seemed impossible, but they can now do. As an example, ask how many students can ride a bike or another age-appropriate example. How often did they have to practice? How long did it take to learn? Now ask how many students can juggle? Do jugglers learn by picking up 3+ balls and begin with the magical ability of keeping them all in the air? Begin close to the floor with scarves. As students master that, give them one ball to begin with (before adding in more). If they are struggling, remind them it is okay to feel frustrated because juggling, like many skills, is one that takes patience and practice.

**Extension:** Is there something a student knows how to do that nobody else does (for example, knitting, playing the drums, or pitching a baseball)? Ask them to break it down into steps, just like Tomás and the Library Lady do when they're teaching each other how to sound out words in each other's first language, and teach their classmates a new skill.

### ACTIVITY: Bean Bag Toss

2-4



Gather your class in a circle, and pick one student to be the first person in the pattern you are going to establish as a class. Ask that student to name someone else in the circle. The person they name will name someone else, and so on until every student has been included. Give one bean bag to the first student, and distribute two additional bean bags to two other members of the circle. Ask your class to remember whose name they said, as well as the person who said their name. They will toss the bean bag to the person they picked, and receive the bean bag from the person who said their name. Providing no further guidance, ask them to begin passing the bean bags. After a minute, stop the game. Was it a success, or did chaos ensue? Ask your students to consider what went well and what did not. What changes do they need to make?



### ACTIVITY: You're a Brave Person

2-4



Tomás has nightmares of school because his Nightmare Teacher would tell him not to daydream, be lazy, or speak Spanish. At the end of the play, he's able to find the courage to reject his nightmare - and the anxiety and self-doubt that came from his nightmares.

It can be easier to confront and cope with our fears when we are not experiencing the situation. For example, the anxiety related to public speaking may only hit when someone is waiting to give their speech. Ask your class to think of some activity or scenario that makes them nervous. Ask them to choose a partner. In this activity, their partner will pretend to be them. Have the first student try to calm their partner with coping mechanisms, a pep talk, support, etc. Instead of being in their own head, this activity requires the first student to say out loud what they think they need to hear or what they think will help in the moment. Ask your class to reflect on the exercise. Could this help them in the future? Was anyone surprised by the advice they came up with (for themselves)? Ask them to write down a cheat sheet of what they told themselves, or any helpful advice they heard the rest of the class share, for the future.

## Community

A community is a group of people who live or work together. Your neighborhood and school are two communities that you belong to. Tomás belonged to the migrant worker community, but it is worth noting how important his Chicano heritage was. “Chicano” can be used interchangeably with Mexican-American. Ask your students: Beyond your living and working communities, do you have communities of friends and family that are connected to your culture or heritage?

### CURRICULUM CONNECTION: Be Inspired

2-4



There are several series of books dedicated to introducing students to famous or notable athletes, artists, performers, authors, inventors, and public servants, such as the “Who Was” or “Childhood of Famous Americans” series. Ask your students what they are passionate about, what their talents are, and/or what they dream of doing. Using the library and/or online resources, have them research someone whose achievements inspire them. Have they experienced any of the same hurdles or challenges? What is a step that person took to achieving their dream that they can take now or can plan to do?

### ACTIVITY: Your Helper, Your Hero

2-4



Often, we associate “hero” status with athletics, musicians, and movie stars but we can find heroes much closer to home. Ask your students to identify a person, either a peer or an adult, who has helped inspire them and/or pushed them to succeed. Tell them they are going to write a tribute to that person, identifying how they helped them and thanking them for the impact they had in their life. If they are comfortable, invite them to share the words they have written with the person in the form of a card or a note.

### ACTIVITY: Be the One

2-4

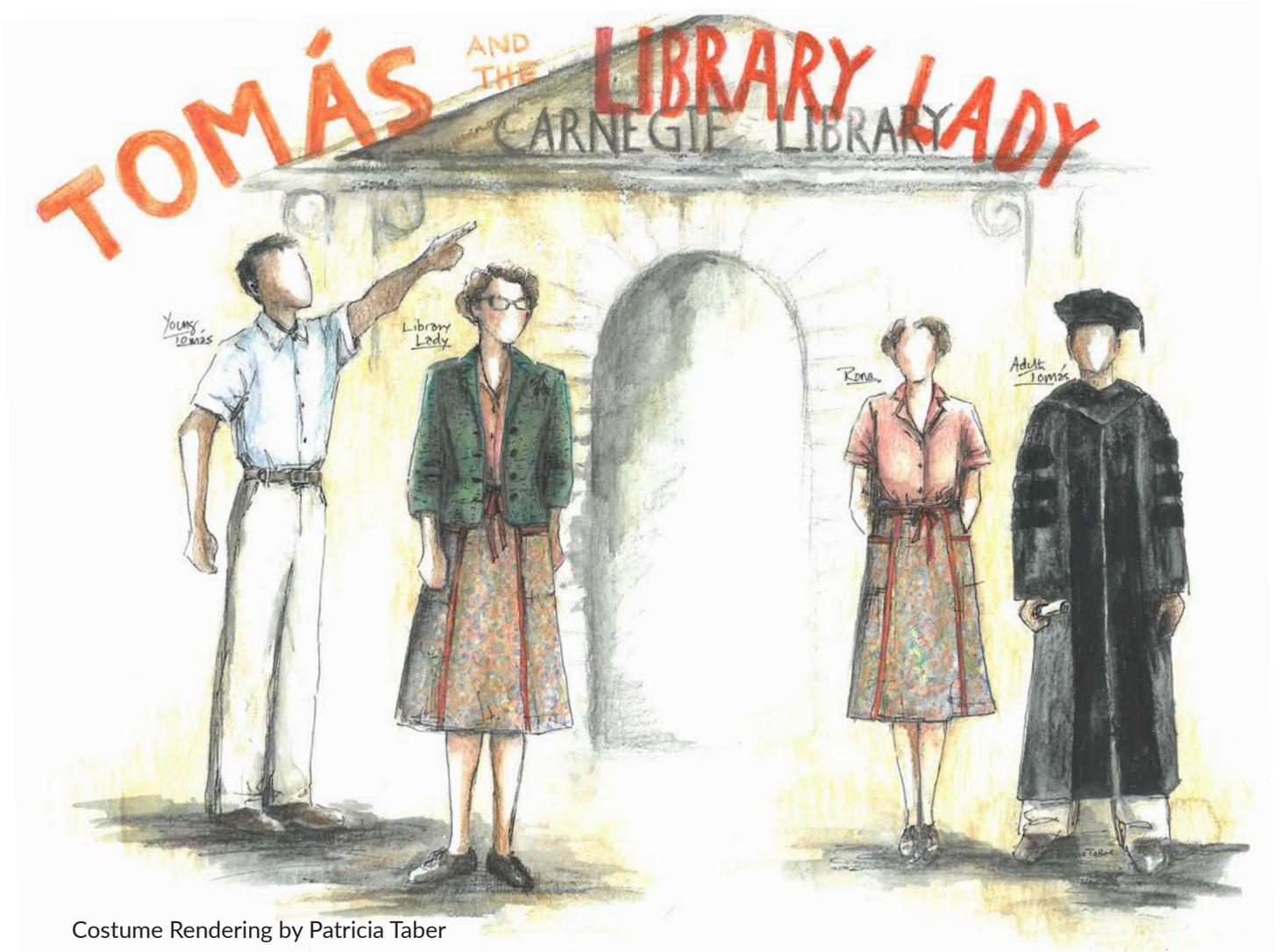


The Library Lady offers Tomás kindness, a listening ear, and help with reading. She doesn’t judge him for struggling with the language, or not knowing how to read. She is just one person, but one person is all it takes to make a positive impact on someone’s life. Ask your students to think of an experience in which they either:

1. Felt alone, lonely, scared, sad, or defeated. Did someone help them? Who? What did that person do or say that made them feel better?
2. Noticed a person who needed comfort or help. Did they offer assistance, or were they unsure of what to do or what to say? If they did intervene, do they feel as though they helped? If they observed the person from a distance, did they watch anyone else step in?

Ask one or more students to pretend they are the person in need of help, support, or comfort. Have them find a place around the classroom and ask them to freeze in a frozen tableau, or picture. Give the rest of the class an opportunity to observe their body language, facial expression, etc. Do you think hurt? Confused? Invite the rest of the class, one by one, to respond and/or intervene to help. However, they cannot repeat the same dialogue or behaviors. For example, two students cannot ask “Do you want to come play with us?” or offer a hug of comfort. Not every student has to take a turn to step in, but ask at the end of the activity if anyone was unsure how to step in. Sometimes, it can be hard to find the right words or know the best way to respond. Ask the class if hearing suggestions helped give them ideas for what to say in the future.

## Community (cont.)



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### ACTIVITY: Common Interests

2-4



Friendships develop over common interests. Sometimes those friendships are surprising, or the common interest isn't obvious. Take, for example, Tomás and the Library Lady. They are likely decades apart in age. They speak a different first language. Yet they both bond over a shared love of books and learning. Ask your students to form random groups of three. Within their group, ask them to discover one new thing that they all have in common. Important: They cannot identify an interest that is common knowledge; for example, if they all play an instrument in music class, they cannot use "Playing a musical instrument". To assist, call out conversation topics (for example, favorite food, favorite sport, favorite type of music) to help groups generate conversation. For older students, allow them the opportunity to comment on what they've noticed about each other.

**Extension:** If a group has trouble finding one thing in common, do not regard the activity as a failure! Challenge your students to find some connection between their interests - does one student dislike sports while the other two play on sports teams? Does the first student enjoy playing any games as a team? Are they competitive when it comes to anything? Even (or perhaps especially) if their common interests aren't identical, it can still be an exercise in learning how to relate to others who have different interests.

# WORKSHEET: Translating Tomás

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Below are lines from *Tomás and the Library Lady*. Based on the words by the Spanish words, can you translate the word into English? Circle the words & write the translations underneath.

Word Bank				
WRITER	ALL	CAR	TEXAS	FRIEND
DROPLETS	STORY	HEAD	MOON	GLASS OF COLD WATER
TIGER	CRAZY	BOYS	PAINTER	

1. My compadre says there's plenty of work in Iowa.

\_\_\_\_\_

2. I would suck the ice and pour the last gotitas of water on my face.

\_\_\_\_\_

3. If I had un vaso de agua fría I would drink it todo.

\_\_\_\_\_

4. Un escritor writes great thoughts and un pintor paints great paintings.

\_\_\_\_\_

5. The headlights of the carro shine on the passing road signs.

\_\_\_\_\_

6. And each night la luna is still in the same place.

\_\_\_\_\_

7. I asked some of the muchachos in the camp to sweep it before we arrived.

\_\_\_\_\_

8. My house in Tejas is not a chicken coop!

\_\_\_\_\_

9. Papá Grande tells us the cuento about the man in the forest!

\_\_\_\_\_

10. People in town are going to think the sun has baked your cabeza and think you loco.

\_\_\_\_\_

11. I think el tigre is searching for something to eat.

\_\_\_\_\_

# Tennessee State Standards for Activities

## Grades 2-4

### Page 2: The Real Tomás Rivera

#### Discussion

ELA: SL.CC.1

School Counseling: SS3, CK2, CK3

### Pages 3-4: The Life of a Migrant Worker

#### Discussion

ELA: SL.CC.1

School Counseling: SS3

#### A Day in the Life

Math: 2.OA.A.1, 2.OA.B.2, 2.MD.D, 3.MD.A

School Counseling: AS6

### Page 5: Farm Food

#### Where Does It Grow?

ELA: W.RBPK.7, SL.PKI.4

Social Studies: 2.8, 2.10, 3.10, 3.26

#### Fresh, Frozen, Canned

ELA: SL.CC.1

Health: 2.PCW.1

#### Healthy Eating Abacus

Health: PCW.1, 4.PCW.2

Math: 2.OA.A.1

### Pages 6-7: Language & Learning

#### Bookjoy

ELA: R.RRTC.10, SL.PKI.4

#### Painting a Picture with Words

ELA: W.TTP.3

Theatre: T.P3.A, T.Cr3.A, T.Cr3.B

#### Spin a Story

ELA: W.TTP.3

Theatre: 2.T.Cr1.A, 3.T.Cr1.A, 3.T.Cr2.A

#### Sounds of the Jungle

Theatre: 2.T.P1.B, 3.T.P1.B, T.P2.A, T.Cr3.B

#### Translating Tomás

ELA: FL.VA.7, SL.CC.1

World Language: 1.2, 3.1, 4.1

### Page 8: Patience & Perseverance

#### I Think I Can!

Physical Education: MS.9, MS.11, VPA.2

School Counseling: SS8

#### Bean Bag Toss

School Counseling: SS4, SS8

Physical Education: MS.9, MS.11, VPA.2

#### You're a Brave Person

ELA: SL.CC.1, W.RW.10

Theatre: 2.T.R2.A

School Counseling: SS3, SS9

### Pages 9-10: Community

#### Be Inspired

ELA: W.RBPK.7, W.RBPK.8

School Counseling: SS3, AS6

Computer Technology: 5.1

#### Your Helper, Your Hero

ELA: W.PDW.4

School Counseling: SK1

#### Be the One

ELA: SL.CC.1

Theatre: T.Cr2.B, T.R2.A

School Counseling: SS3, SS4, SK3

#### Common Interests

ELA: SL.CC.1

School Counseling: SA2, SA3

### Answer Key for "Translating Tomás" worksheet

1. compadre - friend
2. gotitas - droplets
3. un vaso de agua fría - glass of cold water;  
todo - all
4. escritor - writer; pintor - painter
5. carro - car
6. luna - moon
7. muchachos - boys
8. Tejas - Texas
9. cuento - story
10. cabeza - head; loco - crazy
11. tigre - tiger

# Info for Teachers



## Free Educator Preview for *Tomás and the Library Lady*

Thursday, April 25, 2019

Reception/Workshop: 5 pm Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve your spot visit [NashvilleCT.org](http://NashvilleCT.org) and under the heading "Come Visit Us" click "Book a Field Trip." Then select "RSVP for Educator Previews" at the top of the page. (This event qualifies as PD.)

### On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- An NCT employee will come to your bus before your students disembark.
- Please check in at the box office while your students are led to their seats.
- If you are going to be late please call: 615-254-9103.

### Pre- or Post-show Workshops

NCT offers Workshops for all of our shows. Ask Catherine about workshops when you book your field trip or email her at: [cbirdsong@nashvillect.org](mailto:cbirdsong@nashvillect.org).

*NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, The Shubert Foundation*



### About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

This guide was written, compiled, and edited by Megan Bleil, Jacqueline Leach, and Alicia Fuss.