

Family Literacy Guided Lesson

For Margaret and Margarita

NY State Learning Standards

Related to English Language Arts

Standard 4:

Students will listen, speak, read and write for social interaction.

Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.

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About the Book

Margaret and Margarita

Lynn Reiser, Author

This bilingual picture book with water and ink illustrations tells a tale of two girls who become friends in spite of not speaking each other's language. Margaret, who speaks English and Margarita, who speaks Spanish, each unwillingly go to the park with their mothers. At the park, the girls meet and have fun playing together even though they speak different languages. They gesture, converse and play with their toys, each picking up a few words of the other's language. The book ends with each girl understanding both the Spanish and English words for *friend*. The repetition of the simple English and Spanish text makes the book a perfect first bridge from either language to the other.

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The Language/Literacy Connection

Using Children's Literature to Foster Cultural Awareness

Between the ages of 2 and 5 children begin to notice ways in which they are the same as and different from other children. They notice which of their siblings are boys and which are girls. They may point out people whose skin is a different color from their own or who speak a different language.

Noticing differences is a part of growing up. Being different from everyone else means that each one is very special. Helping children respect their own unique qualities and accept the differences they observe in other people is an important part of being a parent. Children's literature is an effective tool for teaching these important principles.

Early Childhood Education-Infant/Toddler Level

I am Special

PLS-4 Skills

Auditory

Comprehension

13. Looks at objects or people the caregiver calls attention to

Expressive

Language

21. Imitates words

Before the Visit

Gather Needed Materials

- ♦ Small mirror

Prepare Lesson

Props

- ♦ None

During the Visit

- ♦ With the parent and infant/toddler sitting together, look at the illustrations in *Margaret and Margarita*. Say to the parent: *This book was written for older children, but (child's name) will enjoy looking at the colorful picture and listening to your voice as you read. The story is about two girls who are different, yet alike in many ways. They are each special. We want (child's name) to always feel that he/she is special.*
- ♦ Say to the parent: *Songs with simple repeating lines give (child's name) a way to imitate your words. When the words are about him/her, they have the added advantage of making (child's name) feel special.*

Songs to Sing

I Am So Special

Sing to *Where is Thumbkin?*

I love John's feet,
I love John's feet,
Yes I do,
Yes I do,
Because they are so special,
Because they are so special,
Yes they are,
Yes they are.

Sing about other body parts – hands, elbows, knees, fingers, hair. Gently touch each body part as you sing.

Look in the Mirror

Sing to *Frère Jacques*

Look in the mirror,
Look in the mirror.
See something new,
See something new.
A very special nose,
A very special nose.
It's part of you!
It's part of you!

Hold a small mirror for (child's name) to look into as you sing. Sing about other facial features – eyes, mouth, chin, eyebrows, forehead.

Mirror Play

- ♦ Say to the parent: *Looking in a mirror is a good way to help (child's name) develop self-awareness and learn the names for body parts. Hold (child's name) so that he/she can see him/herself in a mirror. Smile and say, There's (child's name) and Mommy. Make a happy face. Ask, Do you see my happy face? If (child's name) smiles, say, Look at your happy face. Make a sad face. Ask, Do you see my sad face? Try other expressions.*

Kisses, Kisses, Kisses

- ♦ Say to the parent: *Kisses are great reinforcement for (child's name)'s developing vocabulary, and kisses always make children feel very special. Hold (child's name) close to you and plant a loud kiss on his/her cheek. Say, this is a special cheek that I really love! Kiss and name other body parts. Children thrive on this kind of loving attention, and hearing the word as your lips touch a named body part helps (child's name) connect the word with the body part.*

Early Childhood Education-Preschool and School Age Levels

Alike and Different

PLS-4 Skills

Auditory

Comprehension

- 41. Understands expanded sentences
- 56. Describes similarities

Expressive

Communication

- 36. Produces basic four-to-five word sentences

Before the Visit

Gather Needed Materials

- ♦ Magazines and catalogs that include pictures of people from different ethnic backgrounds, cultures, ages, genders, physical abilities and interests
- ♦ Poster board
- ♦ Glue
- ♦ Magnifying glass
- ♦ Index cards
- ♦ Ink pad

Prepare

Lesson Props

- ♦ None

During the Visit

- ♦ With the parent and child sitting together, read *Margaret and Margarita*. If the parent and child are readers, ask them to read the story. Ask questions such as the following to engage the child and parent in a conversation about the book. *What did Margaret and Margarita do to become friends? What do you do when you meet a boy or girl that you want for a friend? Will Margaret and Margarita be happy to go to the park on another day? Why? What was one special thing about each of the girls?*

Thumbprints

- ♦ Say: *Thumbprints are one way that each person is unique.* Press the parent's, the child's, and your own thumb on the inkpad and then onto index cards to make thumbprints. Use the magnifying glass to examine each thumbprint. Observe differences and record your observations on the index cards.

Vital Statistics

- ♦ Say: *There are other ways that we are each unique. Answer these questions about each member of your family.*

My Vital Statistics

My name is (child's name). I am (age) years old. I have (color) eyes and (color, length, texture) hair. I am (feet) and (inches) tall. You would recognize me because I (write something special about the person).

- ♦ Now compare the vital statistic for the family member; i.e., Dad is tall and I am short, Grandma has gray hair and my hair is black.

Friendship Collage

- ♦ Say: *Thumbprints and vital statistics are ways that each of us is unique or different from everyone else. But, there are many ways that people are alike. Margaret and Margarita are alike because they are both girls who like to play and make friends. Look at these magazine pictures. How is each of these people like you?*
- ♦ Place the supplies on the workspace. Look at each picture with the child and help him/her to think of a way in which he/she is like the person in the picture – *we are both girls, we both wear glasses, etc.*
- ♦ Say: *Make a friendship collage by gluing the magazine pictures onto the poster board in a way that shows that the people in the pictures are friends.*

Parenting Education Lesson

Appreciating Ourselves - Accepting Others

- As people we are all alike in some ways and different in some ways. Because we are alike we all need the same kinds of things: people to love us, nutritious food, a safe place to live, time to have fun, a place to go for help when we are sick, comfortable clothes to wear, and opportunities to learn new things.

Brainstorming About Differences

- Say to the parent: *No person is exactly the same as any one else. For example, some people are tall and some are short. What other ways are people different from one another?*
- With the parent brainstorm characteristics that show differences among people, i.e., eye color, hair texture and color, skin color, language. Make a list of the brainstorm ideas.

Developing Understanding

Say: *Children learn how to treat other people by observing their parents. Here are some ways that you can help your children develop positive attitudes about differences in people.*

- Examine your feelings, attitudes and beliefs about differences in people. Are you comfortable when you are in a group of people who speak a different language? Do you believe that all people should have the same opportunity to live in a house they like or work in a job they want regardless of their cultural, religious or ethnic backgrounds?
- Think about how you behave toward people who are different from you, and the words you use to describe those differences. Do you use stereotypical words or slurs that are intended to hurt others?
- Tell your children stories about your family and about people from your ethnic group of whom you are proud. Talk proudly about your child's physical characteristics and about your cultural heritage. As your child learns to be proud about his or her own specialness, he/she will be able to accept the specialness of others.
- Make a firm rule that teasing and name-calling are not acceptable.
- Where possible provide opportunities for your child to play with children who are ethnically or culturally different.
- Listen when your children ask questions about themselves or others. Answer their questions carefully and honestly.

Try the Eggs-Alike Experiment

- Give the parent two fresh eggs, one brown and one white.
- Say to the parent: *Describe these two eggs. How are they alike and how are they different?*
- Break the eggs into a bowl. Say: *Can you tell which egg came from the brown shell and which egg came from the white shell? Why?*
- Say: *Try this activity with your child to illustrate how although we may look different, we are all the same in some ways. Even though we may look different on the outside, we are all the same inside.*

Interactive Literacy Between Parents and Their Children

We Are All Special

Try these activities to encourage your child to appreciate how he/she is special.

An "All About Me" Book

- ◆ On the first page, trace your child's hand and write a poem about your child.
- ◆ On the second page, draw a shape and have your child use an inkpad to make fingerprints around it. Label the page: *My fingerprints are different from everyone in the whole wide world.*
- ◆ On the third page, ask your child to draw a self-portrait.
- ◆ Label the fourth page: *My Favorite Color* and have your child glue magazine pictures that are his/her favorite color.
- ◆ Punch holes along the side. Weave yarn through the holes to fasten the pages together.

A body collage.

- ◆ Cut two large paper bags apart, and then tape them together.
- ◆ Have the child lay on the bags, and you can trace his/her outline.
- ◆ Then have your child cut pictures of things that interest him/her from magazines and glue them on the outline.
- ◆ Use crayons to add facial features.

A paper bag self-puppet.

- ◆ Give your child crayons to draw facial features on a sandwich-size paper bag.
- ◆ Glue on yarn for hair.
- ◆ On the back of the paper bag puppet, write several things that are special about your child.

A Family Chart

- ◆ On a large sheet of paper draw a chart that has several columns for characteristics and a row for each family member.
- ◆ Complete the chart by recording information about each family member in the columns.
- ◆ Use the information in the chart to compare and contrast the ways that family members are alike and different.

Sample Family Chart

Family Member	Eye Color	Glasses	Hair Color	Hair Length	Height	Weight	Age
Dad							
Mom							
Brother							
Sister							
Grandparent							

Adult Literacy - ABE Level

Adjectives Are Words That Can Be Used to Describe People

An adjective is a word that describes a noun or a pronoun. Adjectives can come before or after the word they describe. In the following sentences, the underlined words are adjectives. The bold words are the nouns or pronouns they describe.

The bald man scratched his head thoughtfully.

He was tall and wore a gray suit.

Identify the Adjectives and the Words They Describe

Read the following sentences. Draw a line under each adjective and a circle around the word it describes.

1. The old man talked to the little boy.
2. A book salesman knocked at our door.
3. The picture is by a famous artist.
4. The football fans were very loud.
5. Mrs. Jones was friendly to the children.
6. The energetic children played games of hide and seek.
7. Three attractive actresses starred in the movie.
8. My sister is reserved but intelligent.
9. Cranky Miss Charlton yelled at the noisy children.
10. She was tall and thin and very beautiful.

Describe Yourself

Write your name vertically on a sheet of paper. For each letter of your name, write an adjective beginning with the same letter. Choose adjectives that describe you. For example:

Musical

Artistic

Responsible

Imaginative

Adventurous

Gorgeous

Original

Mysterious

Enterprising

Zany

Identifying Adjectives in a Book

♦ Read *Margaret and Margarita*. List 8 adjectives from the book.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

♦ Complete the summary of the story below by writing an adjective on each line.

One _____ day Margaret and Margarita went to the _____ park with their _____ mothers. At the park the two girls met and became _____ friends. Margaret shared her _____ rabbit with her _____ friend and Margarita shared her _____ cat with her _____ friend. They pretended to have a _____ party and a _____ nap. When it was time to leave the park each _____ girl thought the day had been _____.

Adult Literacy - ELL Level

Meeting People

Teach English expressions for meeting people.

English Expressions

Hello
My name is . . .
What is your name?

Needed materials

- ♦ Photograph of yourself and one of the learner
- ♦ Two 4x6 inch index cards
- ♦ String

Preparation

- ♦ On the week before the lesson, take a photograph of the student and one of yourself.
- ♦ Use the photographs to make simple "photo I.D." nametags as follows. Punch two holes on one 4- inch edge of a 4x6 inch index card. Loop string, long enough to fit over ones head, through the holes. Glue the photographs onto 4x6 index cards. Under the photograph, print the first name of the person in the photograph.

Introduce English Expressions

My name is . . .

- ♦ At the beginning of the lesson place your "photo I.D. nametag" over you head. Motion to the student to place his/her nametag over his/her head.
- ♦ Point to your nametag and say: *My name is (say your name)*. Point to the learner's nametag and say: *My name is (say learner's name)*. Still pointing to the learner's nametag, say again: *My name is (learner's name)*. Motion to the learner to repeat: *My name is (learner's name)*.
- ♦ Point again to your nametag and say: *My name is (your name)*. Point again to the learner's nametag and motion to him/her to say: *My name is (learner's name)*.

Hello, my name is . . .

- ♦ Walk a little distance from the learner. Then, with hand outstretched for a handshake, approach the learner and say: *Hello, my name is (your name)*. Point to the learner and say: *Hello, my name is (learner's name)*. Motion to the learner to repeat: *Hello, my name is (learner's name)*.
- ♦ Walk a little distance from the learner and motion to the learner to approach you. Upon meeting, shake hands and motion to the learner to say: *Hello, my name is (learner's name)*. Prompt if necessary. Answer: *Hello, my name is (your name)*.
- ♦ Repeat procedure several times as needed for learner to grasp the phrase.

Hello, my name is . . . What is your name?

- ♦ Walk a little distance from the learner. Then, approach the learner and say: *Hello, my name is (your name)*. *What is your name?* Point to the learner and say: *Hello, my name is (learner's name)*. Motion to the learner to repeat: *Hello, my name is (learner's name)*.
- ♦ Walk a little distance from the learner and motion to the learner to approach you. Upon meeting, shake hands and motion to the learner to say: *Hello, my name is (learner's name)*. *What is your name?* Prompt if necessary. Answer: *Hello, my name is (your name)*.
- ♦ Repeat procedure several times as needed for learner to grasp the phrase.