

# Family Literacy Guided Lesson

## For Tortillas and Lullabies/Tortillas y canciones

### NY State Learning Standards

#### Learning Standards for English Language

##### Arts Standard 2:

*Students will read, write, listen and speak for literary response and expression. Students will read and listen to oral and written texts, relate texts to their own lives, and develop an understanding of the diverse social, historical and cultural dimensions of the texts. As speakers and writers, students will use oral and written language for self-expression.*

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### About the Book

#### Tortillas and Lullabies/

#### Tortillas y canciones

Lynn Reiser and Rebecca Hart, Authors  
and Corazones Valientes, Illustrator

Richly colored folk art illustrations enhance the text of this bilingual book that traces a family's traditions through four generations of mothers and daughters. Beginning with a young girl's great-grandmother and moving to her grandmother, her mother and finally to the girl herself, the story depicts family life through the ordinary activities of making tortillas, gathering flowers, washing clothes and singing lullabies. Each of the story's "chapters" consists of just two short sentences that describe how family life in each generation is "every time the same, but different." The text's repeated phrases, with only one or two word substitutions, make the story easy for beginning readers to read.

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### The Language/Literacy Connection

#### Pass on a Tradition of Literacy

Authors Reiser and Hart illustrate in simple prose how traditions are passed from one generation to the next. In their book, making tortillas, gathering flowers, washing clothes and singing lullabies become the habits of each new generation because the children observe and experience those behaviors in their parents and grandparents. In much the same way, reading becomes the habit of children who observe and participate in reading experiences with their parents. Educational research over the past 30 years confirms that the best way to raise a reader is to read aloud to a child. Reading aloud to children for as little as 15 minutes a day can have a lasting influence on their success as readers. It supports their language development, expands their background knowledge, strengthens their sense of story, teaches them that print carries messages, and, perhaps most importantly, motivates them to want to become readers.

# Early Childhood Education-Infant/Toddler Level

## First Books

### Before the Visit

#### PLS-4 Skills

##### Auditory

##### Comprehension

- Enjoys caregiver's attention
- Looks at objects or people the caregiver calls attention to

##### Expressive

##### Language

- Vocalizes pleasure and displeasure sounds
- Imitates words

### Gather Needed Materials

- Light weight cardboard
- Magazines
- Scissors
- Glue
- Hole punch
- Two-inch metal ring
- Clear contact paper

### Prepare Lesson Props

- Follow directions to the right to make sample books for infants and toddlers.
- Collect several magazines with pictures of babies and of objects of interest to toddlers.

### Babies and the Reading Process

- Say to the parent: *Although the story is rather complex and the illustrations detailed, (child's name) will enjoy sitting on your lap and will learn a great deal about language, words and stories by listening to you talk about the book. Learning about literacy is a process that begins at birth. Hearing you read books, or even newspaper or magazine articles, is an important part of that process.*
- Say to the parent: *Young infants enjoy books that feature pictures of babies and books with bold pictures in contrasting colors like black and white or red. Toddlers like books with large, uncluttered pictures of things they see everyday such as a chair, or ball, or dog. Naming these objects helps them learn new words. Today we will make a book for (child's name) by gluing magazine pictures onto cardboard pages. What kind of pictures does (child's name) like?*

### Make a "First Book" for Baby

- Give the child the sample books you made. Give the parent the magazines. Say: *Find six pictures from the magazines for (child's name)'s book. Then, follow these directions to make the book.*

### Directions

- Cut 3 four-inch squares from lightweight cardboard. These are the pages.
- Glue a large picture on the front and back of each page.
- Cover the pages with clear contact paper. Overlap the cardboard enough so that the contact paper on the front and back sticks together. Contact paper makes the pages safe for mouthing and easy to clean.
- Trim around the edges. Round the corners so they are not pointed or sharp.
- Punch a hole in each page and fasten the pages together with a two-inch metal ring.
- Add pages as the child's interests expand and change.

### Model Literacy Interactions

- While the parent makes the book, look through magazines with the child and model language interactions. Point out interesting pictures. Name objects. Ask questions that invite the child to participate in a conversation with you.

### During the Visit

- With the parent and infant sitting together read *Tortillas and Lullabies / Tortillas y canciones*. Beginning with the cover, point to and name objects that are familiar to the child. Model language. Say things like: *Do you see the mothers and grandmothers. Let's count them: one, two, three. It looks like everyone is having something to drink. What do you think it is? Can you point to the gray cat, the yellow chicken, and the purple dog?*

# Early Childhood Education-Preschool and School Age Levels

## Reading with Beginning Readers

### PLS-4 Skills

#### Auditory

#### Comprehension

- 41. Understands expanded sentences
- 55. Understands quantity concepts (whole, half)

#### Expressive

#### Language

- 44. Answers questions about hypothetical events
- 47. Names objects when the object is described

### Before the Visit

#### Gather Needed Materials

- ♦ Flour
- ♦ Salt
- ♦ Measuring cup
- ♦ Plastic knife and spatula
- ♦ Round pan

#### Prepare Lesson Props

Make a large recipe card for playdough.

grandmother made tortillas for my grandmother / *Mi bisabuela hacía tortillas para mi abuela.* Continue to read the chapter hesitating each time the word *tortilla* appears in the text. Encourage the child to join in by saying *tortilla/s*. Read the next three chapters using the same strategies.

- ♦ Say to the parent: *The repetitive words and phrases in this book make it easy for (child's name) to join in the reading. Joining in is one way to help (child's name) enjoy books and make sense of print. Using stories as a starting place for other activities is another way to help him/her appreciate books. Today we will make playdough tortillas like the pretend tortillas that the girl in the story made for her doll.*
- ♦ With the child and parent, read the recipe card. Mix up a batch of playdough. Talk about the process and the ingredients. Ask: *How is making playdough like making tortillas?*

### Recipe for Playdough

*This recipe makes enough playdough for one child.*

#### Mix together

$\frac{3}{4}$  cup flour

$\frac{1}{4}$  cup salt

$\frac{1}{4}$  cup water

Stored in a resealable bag, playdough will keep for two weeks.

### During the Visit

- ♦ With the parent and child sitting together read *Tortillas and Lullabies / Tortillas y canciones.* Look at the Table of Contents. Point to the chapter numbers and the words that describe the chapters' contents. Starting with chapter one, point to the numerals at the beginning of each chapter. Run your finger under the number words and say the words. Talk about the illustrations and the words that describe the illustrations. Say: *Look at this big stack of tortillas.* Point to the words at the top and bottom of the page. Say: *This word is tortillas. Do you like to eat tortillas? Do you help Mom make tortillas for the family? I wonder how many tortillas are on the plate in the picture? Let's count them.* Count the tortillas. Read the first page of the first chapter in English or Spanish or both. *My great-*

- ♦ Look at the illustrations in the book. Say: *What is the great-grandmother doing with the dough (page 8)? (Rolling the dough.) What is the grandmother doing on page 9? (Patting the dough.) What will she do with the spatula? (Turn the tortillas.)* Give the child and parent the playdough and accessories, plastic knife, spatula, and round pan. Encourage them to roll the dough into long snakes and round balls, and to pat it into flat tortillas.
- ♦ Say to the parent: *Making playdough tortillas helps (child's name) understand the story. Rolling, patting and squeezing the playdough helps (child's name) develop hand, finger and arm muscles. And, pretend play helps him/her develop imagination.*

Soy blanca, redondita  
soy muy sabrosa  
si estoy clientita

(La tortilla)

It is white and round,  
Very tasty  
And warm.

(A tortilla)

# Parenting Education Activity

## Giving and Following Directions

In a literate society like ours, print is everywhere: in newspapers, on bills, junk mail, cereal boxes and supermarket flyers. Words are all around us. They flash across the TV, are written on cars, road signs, and stores. Printed directions help us get to places we want to go and do things we want to do. Helping children learn to read the words around them is one of the greatest gifts parents can give to their children. Making your home literacy-rich is one way to help your children build a foundation for reading.

### What Makes a Home Literacy-Rich?

- A literacy-rich home is one in which:
- ◆ Reading is valued,
  - ◆ Parents pay attention to their children's interest in reading and writing,
  - ◆ Books are found in every room,
  - ◆ Writing supplies are available to children and parents,
  - ◆ Parents talk with children often and positively,
  - ◆ Parents take children to interesting places such as a zoo, airport or library,
  - ◆ Family routines include activities like reading directions for games, or cutting coupons.

### Check-Off List

Say to the parent: *The following is a list of supplies and activities that are found in literacy-rich homes. It is not necessary to have every item on the list and you may have some additional things like stickers or glitter.* Read the list with the parent. Have him/her put a (•) after those things that are already available in the home and an (X) after things he/she plans to work toward getting.

#### Books/Reading Material for Children

- Children's books in every room
- Magazines for children
- Old catalogs to read and cut up
- Parent-made children's books

#### Books/Reading Material for parents

- Books for parents to read
- Newspaper
- Magazines for parents

#### Games and Toys that Support Literacy

- Puzzles for children and adults
- Board games for children and adults
- Manipulative toys like Legos, beads, blocks
- Puppets, dolls, stuffed animals

#### Additional Literacy Supports

- Scissors for adults and children
- Audio/video tapes
- Computer
- Tape, paste, glue

#### Writing Supplies for Children

- Pens/pencils
- Crayons
- Magic Markers
- Paint
- Paper – construction paper, paint paper

#### Writing Supplies for Parents

- Pens/pencils
- Paper – note paper, lined paper
- Diary or journal
- Stamps and envelopes
- Dictionary / Thesaurus
- Calendar

#### Family Activities

- Daily talks with child about his/her activities
- Daily story book reading
- Story telling
- Family message center – like a chalk board on the refrigerator

# Interactive Literacy Between Parents and Their Children

## Read Aloud to Children

Reading aloud is the single most effective way for parents to instill a love of reading in their children. It introduces new vocabulary, teaches that print contains important and interesting information, and builds positive attitudes toward reading. Books are one good source of reading material. Here are some others.

### Read Instructions

Reading instructions for crafts is a way to read aloud to children that can lead to engaging family activities. Read these paper flower instructions and make a bouquet for the dinner table. Do you think these flowers are like the flowers that the girl in *Tortillas and Lullabies/ Tortillas y cancoincitas* made for her doll?

### Paper flowers

- ♦ Cut flower blossoms from seed catalogs.
- ♦ Glue the blossoms onto lightweight cardboard.
- ♦ On the back of each blossom write a greeting to a family member. Encourage younger children to use their own writing even if it is scribbles and invented spellings.
- ♦ Tape each blossom onto a straw.
- ♦ Stick the straw stems into a piece of rigid foam/ or place in a container.

### Read Poems

Here are some traditional poems to read aloud to your children.

### Los heliotropos

Traditional  
Los heliotropos son flores  
De perfume embriagador,  
Son florecitas moradas  
De bellissimo color.

### White Coral Bells

Traditional  
White coral bells,  
Upon a slender stalk,  
Lilies of the valley,  
Mark my garden walk.

### Read Articles

Read longer articles from newspapers, books, and magazines to your children. The articles can be above your child's reading level as children usually understand more ideas and words than they are able to read. Talk about the ideas in the articles and the meaning of new words.

### During the Visit

The English name for a dandelion comes from its French name dent de lion, which means lion's teeth. It is called this because its jagged leaves look like lion's teeth. In Spanish the plant is called diente de león. Although many people call it a weed, the dandelion is an interesting plant with many uses.

**It's a plaything.** Because children can pick as many as they want, dandelions make a great gift for children to give to parents. In one stage of its life cycle the blossom becomes a puffy white seed ball that is fun to blow away. By pushing the top end of its sturdy hollow stem into the bottom end, the dandelion's stem can be looped into a circle to make pretend rings, bracelets, and necklaces.

**It's a food.** The dandelion's root can be dried and roasted to make a coffee-like drink. The leaves can be used in stews, soups and salads.

**It's a science experiment.** The dandelion has an interesting life cycle. Look for examples of the plant in different stages of its life cycle: leaves without blossoms, mature plants, plants with puffy white seed balls. Talk about how seeds are distributed to make new plants. Count the seeds in a seed ball. Try pulling the root of a dandelion from the ground. Is it easy or hard to do? Notice the milky white fluid, called latex, that comes from the stem. How does it feel? When it dries on your hands, what color is it?

# Adult Literacy - ABE Level

## A Book of Family Traditions

*Tortillas and Lullabies / Tortillas y canciones* is a story about family traditions, things that families do year after year after year. Use the book's theme to write about the learner's family traditions.

### Discuss the Story

Read *Tortillas and Lullabies / Tortillas y canciones* with the learner. Ask questions to encourage a discussion of the book.

- ♦ *Who are the characters in the story?*
- ♦ *How many generations are referred to?*
- ♦ *What do we mean when we say we have a family tradition?*
- ♦ *What are the family traditions in the story?* (Making tortillas, gathering flowers, washing clothes, and singing lullabies.)
- ♦ *How do the traditions change from generation to generation?*
- ♦ *How do they stay the same?*
- ♦ *Are the traditions in the story men's traditions or women's traditions?*

### Book of Traditions

Use the format in *Tortillas and Lullabies / Tortillas y canciones* to construct a chapter book that commemorates your family. Give each chapter several pages with some writing and some illustrations. Here is what to do.

- ♦ List several of your family's traditions. What special holiday traditions, like particular foods to eat or decorations to display, does your family have? What daily or weekly routines can be considered traditions? Perhaps reading bedtime stories, sharing a secret handshake, or

eating Sunday dinner at Grandmother's house. These are the topics for your chapters.

- 1.
- 2.
- 3.
- 4.

- ♦ Decide on the words and illustrations to put on each page.
- ♦ Make an outline like the model below for each chapter in your book. If, for example, your family has a tradition of fishing, your outline might look like the following.

### Chapter One - Family Tradition: Fishing

Page Number	Words	Illustrations
Page 1	Chapter One	Large number 1
Page 2	Fishing	A fish
Page 3	My grandfather went fishing with my father.	Two men fishing in a boat
Page 4	My father goes fishing with me.	A man and a boy fishing by a river
Page 5	I go fishing with my brother.	Two boys with a fish on a line.
Page 6	Every time it is the same, but different.	A fish

- ♦ Using markers, colored pencils, and drawing paper, create the pages for your first chapter. Refer to your outline to see what words and illustrations you have planned for each page.
- ♦ Make chapters for your other traditions. Each chapter will have the same wording except that a different tradition will be inserted.
- ♦ Read the story to your children.

# Adult Literacy - GED Level

## A Book of Family Traditions

A paragraph explains an idea through examples, and concrete details. It begins with a topic sentence, includes a body of information, and ends with a concluding statement. Read the following nine sentences. Then arrange them in a coherent paragraph.

1. *By reading aloud parents start their children on a road that will bring them a life of reading success and reading pleasure.*
2. *Preschoolers enjoy books for their colorful illustrations, for their pleasing and often repetitious text, and for the pleasure they bring of cuddling at story time with a nurturing parent.*
3. *Children interact differently with books at different ages.*
4. *School age children delight in the engrossing stories and real information that they are able to unlock with their own developing ability to read.*
5. *Nearly all children are born with the potential to become readers.*
6. *It is never too early to read to children.*
7. *Babies stare at pictures and vigorously move their arms and legs upon hearing familiar songs and rhymes.*
8. *Acquiring information about literacy is a process that begins at birth, and books are an important part of that process.*
9. *Toddlers chew books, pat them and carry them about.*

Read the paragraph you created with the nine sentences.

1. What is the main idea of the paragraph?

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2. What sentence states the age at which children begin to learn about literacy?

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3. Thinking of your own child, what sentence explains how he/she is likely to interact with books?

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4. What would be a good title for the paragraph?

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# Adult Literacy - ELL Lesson

## Family Words

Use the story *Tortillas and Lullabies / Tortillas y canciones* as a base to teach words for family members and family roles.

### Vocabulary

- ♦ Mother
- ♦ Father
- ♦ Other words indicated by learner

### Phrases

- ♦ This is my \_\_\_\_\_.

### Lesson Props

- ♦ Photographs of your mother and father
- ♦ Colored pencils
- ♦ 3"x3" sticky notes
- ♦ Spanish/English dictionary

### Oral Reading

- ♦ Read *Tortillas and Lullabies / Tortillas y canciones*. Sit next to the learner so that he/she can follow along. Read the English version of the story.
- ♦ Say: *This book is about family traditions.*
- ♦ Use pictures in the book and pantomime to help the learner understand the story.

### Vocabulary Drill

- ♦ Show the photograph of your mother. Say: *This is my mother.* Use pantomime to help the learner understand. Point to the photograph and to yourself. Point to the illustration of the mother in the book. Say again: *Mother.* Motion to the learner to repeat: *Mother.*
- ♦ On sticky notepaper, make a simple drawing of your mother, for example, a stick figure wearing a dress. Point to the photograph and then to the drawing. Say: *This is my mother.*
- ♦ Give the sticky notepaper and pencils to the learner. Motion for him/her to make a drawing of his/her mother.
- ♦ Point to the learner's drawing. Say: *This is my mother.* Motion for the student to repeat: *This is my mother.* Again point to the drawing of the mother. Say: *Who is this? This is my mother. Who is this?* Motion for the student to answer: *This is my mother.*
- ♦ Repeat the procedure to teach the word *father*.  
(Note: If the learner has family photographs, use those rather than drawings to teach vocabulary for mother and father.)

### Language Experience Activity

- ♦ Say: *My mother makes tortillas.* Pantomime making tortillas. Motion to the learner to name an activity in which his/her mother participates, perhaps making tortillas. Say: *My mother makes tortillas, or My mother \_\_\_\_\_ (another activity named by learner).* Motion to the

learner to repeat: *MY mother \_\_\_\_\_.*

- ♦ Motion to the learner to make a simple drawing to represent his/her mother's activity.
- ♦ Place the learner's sticky paper drawings side by side on a workspace. Point to the first drawing and say: *My mother.* Motion to the learner to repeat.

- Point to the second drawing and say the mother's activity: i.e., *makes tortillas.* Motion to the learner to repeat. Say: *My mother makes tortillas.* Motion for the student to repeat.
- ♦ Repeat the procedure for father's activity.

### Expansion

- ♦ Add vocabulary for additional family members and additional activities.