


*Incorporating and identifying  
culturally relevant literature into the  
A.I.S.D. road map for bilingual  
learners as related to poetry*

Unit 2: Literary Text: Poetry  
Writing Street View • First Grade Spanish  
Weeks 24–29

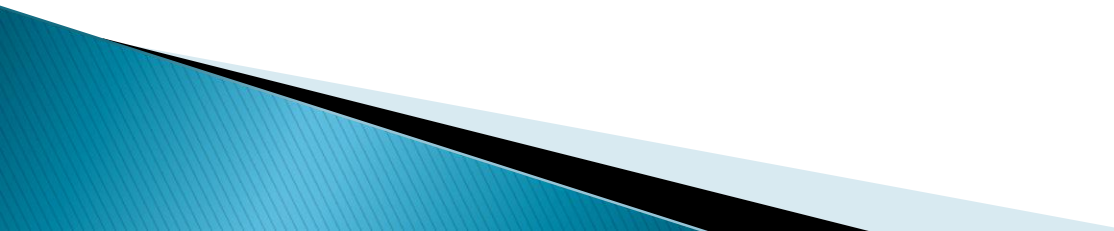
# Workshop Objective

- ▶ Our objective is to address the issue of standardizing the curriculum too much by focusing on the state curriculum without taking into consideration students backgrounds when creating lesson plans.
  - ▶ These lesson plans are often not culturally relevant for minority students nor address some of the special needs in terms of time and scaffolding through zone of proximal development.
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- ▶ Although this training is geared towards pk–2<sup>nd</sup> grade, it will also benefit the upper grades in the conceptualization of Culturally Relevant Literature and pedagogy.
- ▶ The curriculum website has a handout named “teacher Resources” on:  
[http://www.austinschools.org/curriculum/la/resources/documents/LA\\_PoetryStudyModule.pdf](http://www.austinschools.org/curriculum/la/resources/documents/LA_PoetryStudyModule.pdf)
- ▶ The handout specifically addresses 3<sup>rd</sup> – 5<sup>th</sup> grades and focuses on STAAR strategies and concepts.
- ▶ The handout recommends Colorin Colorado for more tips on reading poetry with ELLs.

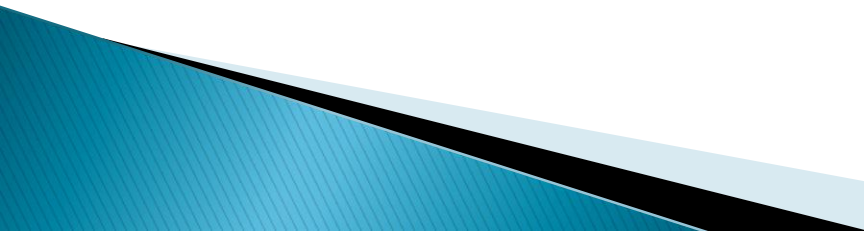
# A Magical Encounter

“All children have the right to retain, develop, and enrich their heritage language while learning a national language. Education is about addition and enrichment, not subtraction or reduction. When a child abandons, rejects, or loses the home language from lack of appreciation of that language on the part of school and community, full communication between parents and children may be impaired. This in turn may alienate the child from the many opportunities of human growth and certainly greater opportunities to work on behalf of humanity. (8, Alma Flor Ada)



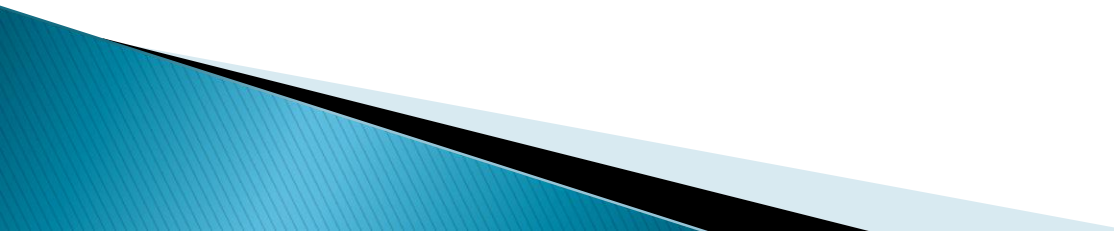
# Educating Emergent Bilinguals

“Important in Cummins’s conceptualization is the intercultural aspect. That is, this transformative /intercultural pedagogy not only authorizes language minority students to engage in collaborative critical inquiry, but by affirming their cultural practices this pedagogy also recognizes their knowledge and identities. Thus, the process is transformative and intercultural, including majority and minority children and affecting the school culture and society in general (Garcia & Kleifgen, 75)



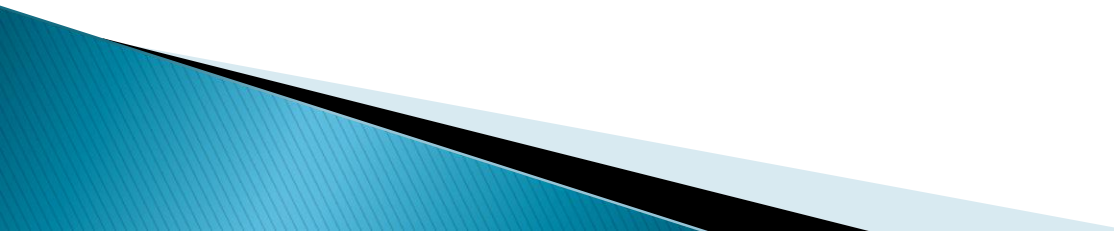
# Educating Emergent Bilinguals

“ Besides aligning classroom experiences with the student’s home languages and cultures, culturally relevant pedagogies attempt to counteract inequitable power relations in society and empower minority students to develop their literacy and agency to work against oppression (Freire, 1970: Giroux, 1988).



# Authors in the Classroom, A Transformative Education Process

“Whereas the school may emphasize “book culture”, the home may share and transmit wisdom in a different way. Because schools emphasize the value of books, it is the school’s responsibility to ensure that the students’ families and communities are fully represented in those books, that they are inclusive rather than exclusionary” (Flor Ada & Campoy, 33).



- ▶ Based on the previous citations, do you think the poetry resources from the Teacher Resources from 3<sup>rd</sup> to 5<sup>th</sup> grade are culturally relevant?
- ▶ [Poets.org](http://Poets.org)
- ▶ <http://www.gigglepoetry.com/>
- ▶ See <http://www.colorincolorado.org/> for more tips on reading poetry with ELLs.
- ▶ <http://www.missspott.com/figurativelanguage.htm>  
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- ▶ [http://www.tooter4kids.com/forms\\_of\\_poetry.htm](http://www.tooter4kids.com/forms_of_poetry.htm)
- ▶ <http://www.poemsforchildren.org/>
- ▶ [The Children's Poetry Archive](http://TheChildrensPoetryArchive.com)



- ▶ Based on the previous citations, do you think the poetry resources from the road map from 1<sup>st</sup> grade are culturally relevant for ELLs?
  
- ▶ ***Mentor Texts:***
  - ▶ Shel Silverstein Collections
  - ▶ Jack Prelutsky Collections
  - ▶ Kenn Nesbitts Collections
  
- ▶ ***Additional Resources:***
  - ▶ The Conferring Handbook by Lucy Calkins
  - ▶ Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons
  - ▶ Websites:
    - <http://www.mamalisa.com/?p=533&t=ec&c=71>
    - [www.poetry4kids.com](http://www.poetry4kids.com)
    - [www.effectiveteachingsolutions.com/poetrywebsites.htm](http://www.effectiveteachingsolutions.com/poetrywebsites.htm)

# Do you think this poem in Spanish is culturally relevant? Why or why not? (From Teacher Resources 3<sup>rd</sup> to 5<sup>th</sup> grade)

## Pensar en voz alta

*Trata principalmente del primer día de escuela de una niña y cómo se siente con su nueva maestra. Lo sé porque la narradora del poema me dice que es el primer día de escuela. En la segunda estrofa, la maestra Roys llama a la narradora Penny.*

## Estudio de géneros

**Poesía:** En este poema, la narradora describe repetidamente una escena inusual con sus propias palabras, y expresa sus sentimientos de varias maneras. En la primera estrofa, describe a la maestra con un sombrero de copa. Más adelante, describe al sombrero como un sombrero de Dr. Seuss. Estos detalles describen en la mente del lector una imagen vívida de la nueva maestra y su salón de clases.

## QUIERO ALGO NORMAL

por Kalli Dakos

La maestra Roys llegó el primer día de escuela, con un sombrero de copa en la cabeza, amarillo, una falda que sobresalía como si hubiera alambres debajo de ella, y zapatos negros de charol como los que usé en el kínder.

Ondeba una serpentina amarilla y brillante, y gritaba: "Feliz año nuevo, Penny" saludándome en el salón de clases.<sup>1</sup>

"Esto no es normal", pensé mientras me sentaba en una mesa rojo brillante.

Justo sobre mi cabeza había docenas de manos inflables gigantes que colgaban del techo.

Jennie se me acercó y me dijo en un susurró: "Parece que hubiera salido de un cuento de hadas. ¿Por qué todas esas manos?"

Comencé a mordirme la uña del meñique, cuentos de hadas, manos que cuelgan y escuela, no riman, yo considero.

Quiero algo normal y usual en mi salón de clases para ser feliz. Y pueden darme algo aburrido, siempre y cuando sepa qué esperar.

Pero, no me den princesas de cuento de hadas con sombrero de Dr. Seuss, con zapatos de kínder, en una clase con manos inflables gigantes en el primer día de escuela.

Esto me preocupa. Me hace comerme las uñas.



# Do you think this poem in Spanish is culturally relevant? Why or why not? (From teacher resources 3<sup>rd</sup> to 5<sup>th</sup> grade)

## Think Aloud

*<sup>1</sup>I notice that the author begins some stanzas the same way: I felt..., I see..., I hear..., I smell... This gives the poem a rhythm and also helps me to understand what kind of imagery the poet is using.*



## From the Bellybutton of the Moon

*Del ombligo de la luna*

by Francisco X. Alarcón

1. cuando	whenever
digo	I say
"México"	"Mexico"
siento	I feel
en la cara	the same wind
el mismo viento	on my face
que sentía	I felt when
al abrir	I would open
la ventanilla	the window
en mi primer	on my first
viaje al sur	trip south
en coche	by car
veo	I see
otra vez	Atoyac
<u>Atoyac</u>	again
el pueblo	the town
donde se crió	where my mother
mi madre	was raised
y yo pasé	and I spent
vacaciones	summer
de verano	vacations
oigo	I hear
voces	<u>familiar</u>
familiares	voices
risas	laughter
saludos	greetings
despedidas	farewells
huelo	I smell <sup>1</sup>
las <u>gardenias</u>	my grandma's
de mi abuela	gardenias

2. cuando  
digo  
"México"

oigo  
a mi abuela  
hablándome

de los Aztecas  
y de la ciudad  
que fundaron

en una isla  
en medio  
de un lago

"México"  
me dice  
mi abuela

"significa:  
del ombligo  
de la luna"

"no olvides  
tu origen  
mijo"

quizás  
por eso  
mismo

cuando  
ahora digo  
"México"

quiero  
tocarme  
el ombligo

whenever  
I say  
"Mexico"

I hear  
my grandma  
telling me

about the Aztecs  
and the city  
they built

on an island  
in the middle  
of a lake

"Mexico"  
says  
my grandma

"means: from  
the bellybutton  
of the moon"

"don't forget  
your origin  
my son"

maybe  
that's  
why

whenever  
I now say  
"Mexico"

I feel  
like touching  
my bellybutton



#### Genre Study

**Poetry:** This poem is an example of free verse. There is no pattern of rhyming words or rhythm. The only pattern appears to be that each stanza has exactly three lines, although the lines vary in length.



### Mini-Lesson 17: Seeing with Poet's Eyes

1. Tell students that today we are beginning a new writing project. Tell them that this unit will be slightly different from other units because we will be studying and writing a special genre called poetry. If you have read poems throughout the year, share those again with students drawing attention to the fact that students are already familiar with a few poems.

2. Tell them one reason you love poetry so much is that poets often see everyday objects in a new, fresh way.

3. Show the students a pencil sharpener. Share with them Zoe Ryder White's Poem written on chart paper. Highlight how Zoe saw this object in such an interesting, exciting way!

#### Active Engagement:

4. Ask students how they would see an everyday object in a new way using their "poet's eyes."

5. Have students look at the ceiling and describe it in a fresh, interesting way.

6. Share Zoe's poem titled Ceiling. Again draw attention to how she saw an everyday object with fresh eyes.

7. Enforce that in poetry we look at things in new ways. We look with our eyes but we also look with our heart and mind.

8. Place everyday objects around the room. Send students off to write (or draw) about everyday objects. **Teacher may want to consider modeling this process through drawing.**

### Mini-Lesson 18: Seeing with Poet's Eyes

1. Remind students that yesterday we began looking at everyday objects with poet's eyes.

2. Tell them today we are going to continue to look at objects in fresh ways. Show students a safety pin. On chart paper, create a T-chart labeled scientist's notes and poet's notes.

4. List how a scientist would see this object in very obvious simple ways (i.e. grey, small, metal, sharp, round part).

5. Then read aloud Valerie Worth's poem Safety Pin. After have students help you list how a poet saw the safety pin.

#### Active Engagement

4. Allow students to examine more everyday objects with poet's eyes.

**5. Mid way, stop students. Congratulate them for using their poet's eyes. However, encourage them to slow down and only look at one object closely.**

#### Share/Reflect

Choose some students to share their discoveries with the whole group.

#### Safety Pin

By Valerie Worth

Closed, it sleeps

On its side

Quietly,

The silver

Image

Of some

Small fish;

Opened, it snaps

Its tail out

Like a thin

Shrimp, and looks

At the sharp

Point with a Surprised eye.

### Mini-Lesson 17 Modified

1. Tell students that today we are beginning a new writing project. Tell them that this unit will be slightly different from other units because we will be studying and writing a special genre called poetry. If you have read poems throughout the year, share those again with students drawing attention to the fact that students are already familiar with a few poems.
2. Tell them one reason you love poetry so much is that poets often see everyday objects in a new, fresh way. Tell them that traditional poems in Spanish often are also songs that are learned generation after generation through family oral traditions.
3. Show the students a picture of a rat. Share with them *Una Rata Vieja* on chart paper. Highlight how the author saw this object in such an interesting, exciting way!
4. Sing the verses of *Una Rata Vieja* with the students.

#### Active Engagement:

4. Ask students how they would see an everyday object in a new way using their “poet’s eyes.”
5. Have students look at a picture of a snake and describe it in a fresh, interesting way.
6. Share *A la Vibora de la Mar*. Again draw attention to how the author saw an everyday object with fresh eyes.
7. Enforce that in poetry we look at things in new ways. We look with our eyes but we also look with our heart and mind.
8. Enact the verses with the students  
:[http://en.wikipedia.org/wiki/La\\_v%C3%ADbora\\_de\\_la\\_mar](http://en.wikipedia.org/wiki/La_v%C3%ADbora_de_la_mar)
8. Place everyday objects around the room. Send students off to write (or draw) about everyday objects. **Teacher may want to consider modeling this process through drawing.**

### Mini-Lesson 18: Modified

1. Remind students that yesterday we began looking at everyday objects with poet’s eyes.
2. Tell them today we are going to continue to look at objects in fresh ways.  
Show students a picture of the sun, or a sun from the solar system from science. On chart paper, create a T-chart labeled scientist’s notes and poet’s notes.
4. List how a scientist would see this object in very obvious simple ways (i.e. made of gas, big, in space, round, yellow, red).
5. Then read aloud *SOL DE MONTERREY* de Alfonso Reyes. After have students help you list how a poet saw the sun.

#### Active Engagement

4. Allow students to examine more everyday objects with poet’s eyes.
5. **Mid way, stop students. Congratulate them for using their poet’s eyes. However, encourage them to slow down and only look at one object closely.**

#### Share/Reflect

- Choose some students to share their discoveries with the whole group.
6. Suggest that students ask their parents about songs or poems that they learned at home when they were children. Ask them to teach them to the students and bring them to the classroom to share.



# A la Víbora de la Mar

- ▶ A la víbora, víbora  
de la mar, de la mar  
por aquí pueden pasar  
Los de adelante corren mucho  
y los de atrás se quedarán  
tras, tras, tras, tras.
- ▶ Una Mexicana que fruta vendía  
ciruela, chabacano, melón y sandía.  
Será melón, será sandía  
será la vieja del otro día  
día, día, día, día
- ▶ El puente esta quebrado  
que lo manden componer  
Con cascaras de huevo  
y pedazos de oropel  
pel, pel, pel, pel

# Una Rata Vieja

- ▶ Una rata vieja que era planchadora por planchar su falda se quemó la cola se puso pomada y se amarró un trapito y a la pobre rata le quedó un rabito lero lero lero lero lero la esa rata vieja no sabe planchar.



# SOL DE MONTERREY

## Alfonso Reyes

- ▶ No cabe duda: de niño,  
a mí me seguía el sol.

Andaba detrás de mí  
como perrito faldero;  
despeinado y dulce,  
claro y amarillo:  
ese sol con sueño  
que sigue a los niños.

Saltaba de patio en patio,  
se revolcaba en mi alcoba.  
Aun creo que algunas veces  
lo espantaban con la escoba.  
Y a la mañana siguiente,  
ya estaba otra vez conmigo,  
despeinado y dulce,  
claro y amarillo:  
ese sol con sueño  
que sigue a los niños.

(El fuego de mayo  
me armó caballero:  
yo era el niño andante,  
y el sol, mi escudero.)

Todo el cielo era de añil;  
Toda la casa, de oro.  
¡Cuánto sol se me metía  
por los ojos!  
Mar adentro de la frente,  
a donde quiera que voy,  
aunque haya nubes cerradas,  
¡oh cuánto me pesa el sol!  
¡Oh cuánto me pesa el sol adentro,  
esa cisterna de sol  
que viaja conmigo!

- Yo no conocí en mi infancia  
sombra, sino resolana.–  
Cada ventana era sol,  
cada cuarto era ventanas.

Los corredores tendían  
arcos de luz por la casa.  
En los árboles ardían  
las ascuas de las naranjas,  
y la huerta en lumbre viva  
se doraba.  
Los pavos reales eran  
parientes del sol. La garza  
empezaba a llamear  
a cada paso que daba.

Y a mí el sol me desvestía,  
para pegarse conmigo,  
despeinado y dulce,  
claro y amarillo:  
ese sol con sueño  
que sigue a los niños.

Cuando salí de mi casa  
con mi bastón y mi hato,  
le dije a mi corazón:  
–¡Ya llevas sol para rato!–  
Es tesoro – y no se acaba:  
no se acaba – y lo gasto.  
Traigo tanto sol adentro  
Que ya tanto sol me cansa.–  
Yo no conocí en mi infancia  
Sombra, sino resolana.

# Extra resources

- ▶ [http://lectura.dgme.sep.gob.mx/esl\\_ibby\\_00.php](http://lectura.dgme.sep.gob.mx/esl_ibby_00.php)
- ▶ [http://lectura.dgme.sep.gob.mx/cdc\\_mda\\_02.php](http://lectura.dgme.sep.gob.mx/cdc_mda_02.php)
- ▶ <http://www.librosalfaguarainfantil.com/es/>
- ▶ <http://www.latinoteca.com/arte-publico-press/pinata-books>
- ▶ <http://www.cri-cri.net/Canciones/canciones.html>
- ▶ <http://www.colorincolorado.org/read/forkids/>
- ▶ <http://bibliotecadigital.ilce.edu.mx/sites/litinf/index.htm>

# Suggested books / websites / authors

