

Fernando's Gift / El Regalo de Fernando by Douglas Keister

Introduction to the unit

These lessons are designed to help you teach the story and develop students' literacy abilities more broadly. Each lesson aims to focus on a particular aspect of the story and help students relate the story to their own lives as a way to help them make sense of it. The lessons are created for use with upper elementary grades. In some lessons we have provided extensions and/or ways to adapt the lessons for younger students. The Lesson Evaluation questions will help you to be able to decide if students have achieved the lesson objectives.

Lesson I: What are the most important parts of a story?

Purpose: Understanding the key parts of a story: setting, characters, problem, events, solution

Objectives:

Students will be able to identify the parts of the story.
Students will be able to identify the key parts of this story.

Materials needed from the Kit

Book, *Fernando's Gift*
Two Story Organizers, one blank and one filled out
Two Summary paragraphs, one partly blank and one filled out

Materials in the Environment

Chalkboard and chalk

Procedure

1. *Pre-reading:* With students sitting in a circle or in a way that all can see, teacher holds up book for students to see its cover, both the back and the front. Teacher asks what the book is called and instructs children that 'Fernando's Gift' is English for 'El Regalo de Fernando'. Teacher writes the chart on the chalkboard to show the key parts of any story (see story organizer in Attachment 1a; Attachment 1b is an organizer completed with information from this story). Teacher tells the children that they are to think, look, and listen for the five key parts of the story as the book is read.

Before reading, teacher asks a few children to say what they think the book will be about (prediction) based on the title and the cover, and writes these ideas on the board. Teacher asks if anyone has recently given or been given a gift and for what occasion, and writes the responses on the board. Then the teacher asks the children to raise their hands when they KNOW FOR SURE who is getting a gift in this story and why.

2. *Reading aloud:* Teacher reads book aloud and shows children the pictures up to the page where Carmina's eighth birthday is mentioned. Students should be raising their hands for this page! Teacher continues reading the story until it is finished.

3. *Reading for core content:* Teacher points out the chart and asks the children to read the five main parts and the explanation together. These five parts are the parts that most stories have that help students to understand the author's thoughts. Students should be able to point out the setting (where and when the story takes place), the characters (the most important people and/or animals in the story), the problem (the "why" of the story – the major trouble that causes other issues in the story), the main events (what steps the characters take to solve the problem), and the solution (how the problem is solved).
4. **Second reading of the book:** This is not a complete re-reading, but rather teacher will re-read only the pages that highlight the key story parts. Teacher should fill out the chart on the board as each part is discussed.

First, teacher asks if anyone remembers what country Fernando lives in (Costa Rica; the answer is on page 4.) Teacher can show the map of Central America (included here) if there is no map in the classroom, and ask students to identify Honduras and Costa Rica on the map.

Teacher points out that Fernando is going to school, so the story takes place during the school year. Then teacher asks which characters are most involved in the story, that is, those who appear on many pages and in many photographs (Fernando, his grandfather, his father, and his friend Carmina); Teacher can simply show the pictures again and note the number of times those four people appear. The next key part is the problem of the story – what is the situation that makes Fernando and Carmina most upset? Teacher reads page 20 again to remind the children of the problem (Carmina is upset that her favorite tree has been cut down; Fernando is also upset by this event.) The key events that follow lead to the solution of the problem:

1. Fernando and Carmina talk with Grandfather, who tells them about the rainforest being cut down.
2. Father allows Fernando to give Carmina one of his trees as a birthday gift if Fernando will do some chores.
3. Carmina selects the tree she wants.
4. Father brings Carmina and Fernando deep into the forest.
5. The children plant the tree and make a wish that it live a long life.

For the solution, teacher shows page 30: Carmina is happy now that she has a tree of her own to visit with Fernando.

5. *Written summary of story:* The closing activity is a one-paragraph written summary of the book based on the story organizer the students just created with the teacher, which contains the most important parts of the story. Use the summary outline attached to have the children either write their own paragraph or to write a paragraph together as a class.

Lesson Evaluation: Can students identify the key events of the story? Can they identify Honduras and Costa Rica on a map of Central America?

Extensions:

1. People helping people: Teacher asks students how the characters in the book helped each other. (Grandfather spoke with Fernando and Carmina to explain about the rainforest; Father helped Fernando give Carmina a birthday gift; Fernando helped Carmina feel better by giving her a tree.) Teacher has students discuss one way that they helped or were helped by another person. Then students can draw and write a simple story about that situation. Teacher encourages students to show the setting, people, problem, events, and solution in their pictures and in their writing.

2. People helping the environment: Teacher asks students how characters in the book are helping the environment. (Father raising trees; Fernando and Carmina plant a tree with Father's help.) Teacher asks the students to discuss what people can do to help their own environment. Teacher can list these ideas on the board.

Insert map of Central America

Attachment 1a: Story Organizer

Name _____

Date _____

SETTING (“where” and “when” the story takes place):

Characters (“who” – the most important people/animals involved):

Problem (“why” - the major trouble that causes all the other issues in the story):

Events (“what”- the steps or actions that characters take in the story):

Solution (“how” the problem is solved):

Story Organizer for *Fernando's Gift*

Name _____

Date _____

SETTING (“where” and “when” the story takes place):

Costa Rica during the school year

Characters (“who” – the most important people/animals involved):

Fernando, his grandfather, his father Jubilio, and his friend Carmina,

Problem (“why” - the major trouble that causes all the other issues in the story):

Carmina is upset that her favorite tree has been cut down; Fernando is upset by this, too.

Events (“what”- the steps that characters take in the story):

1. Fernando and Carmina talk with Grandfather, who tells them about the rainforest being cut down.
2. Father allows Fernando to give Carmina one of his trees as a birthday gift if Fernando will do some chores.
3. Carmina selects the tree she wants.
4. Father brings Carmina and Fernando deep into the forest.
5. The children plant the tree and make a wish that it lives a long life.

Solution (“how” the problem is solved):

Carmina is happy now that she has a tree of her own to visit with Fernando.

Summary outline

Name _____

Date _____

Use the story organizer you've just filled out to write a paragraph explaining the most important parts of the story *Fernando's Gift*. Fill in the blanks below to complete the paragraph.

We've just read a story called _____ by _____, which takes place in _____ . The most important people in this story are (rewrite the characters' names) . In this story, (rewrite the problem sentence) . So (rewrite the event sentences) .

_____ . At the end of the story, (rewrite the solution sentence) .

Fernando's Gift Summary outline (completed)

Name _____

Date _____

Use the story organizer you've just filled out to write a paragraph explaining the most important parts of the story *Fernando's Gift*. Fill in the blanks below to complete the paragraph. **(This is the completed paragraph – use this as a guide to help the students complete the paragraph.)**

We've just read a story called *Fernando's Gift* by Douglas Keister which takes place in Costa Rica during the school year. The most important characters in this story are Fernando, his grandfather, his father Jubilio, and his friend Carmina. In this story, Carmina is upset that her favorite tree has been cut down; Fernando is upset by this, too. So Fernando and Carmina talk with Grandfather who tells them about the rainforest being cut down. Father allows Fernando to give Carmina one of his trees as a birthday gift if Fernando will do some chores. Carmina selects the tree she wants. Father brings Carmina and Fernando deep into the forest. The children plant the tree and make a wish that it lives a long life. At the end of the story, Carmina is happy now that she has a tree of her own to visit with Fernando.

Lesson 2: Comparing Fernando's family and yours: Age and responsibility

Purpose: Identifying the members of Fernando's family, comparing Fernando's family to students' families, thinking about chores

Objectives:

Students will be able to describe their family and the responsibilities each family member has. Students will be able to use comparatives and ordinal numbers.

Materials needed from the Kit

Book, *Fernando's Gift*

Materials in the Environment

Paper for each student
Chalkboard and chalk

Procedure

1. Teacher tells students the class is going to focus on the family which Fernando belongs to. Teacher makes a chart on the board with three column headings: 1) type of family member (e.g., father, mother); 2) age, and 3) responsibilities. Teacher passes out paper to each student and asks students to make the same three column headers on their paper. Then teacher asks students to work with a partner to think of all the kinds of family members they can (as a "brainstorm") and to write these words on their piece of paper in the first column. Typical family members would be mother, father, sister, brother, grandmother, grandfather, aunt, uncle, niece, nephew, cousin. Additional members might include stepmother, stepfather, great-grandparents, etc.
2. Pairs of students report to the whole class what they found and teacher writes these family vocabulary words on the board. Teacher re-reads the story aloud to the students and asks students to raise their hands when one of Fernando's family members is mentioned. Teacher writes the name of that character on the board next to the vocabulary word for the family member.
3. Teacher asks students to write down on their paper all the names of their own family members and their ages (if known), and to label them using the family vocabulary terms. Teacher asks students to share their paper with their partner and then with another pair sitting near them.
4. To teach the comparative forms (older/middle/younger, oldest/youngest) and the ordinal numbers, teacher asks students to answer these questions using the information they have written on their papers:
 - Who is the oldest member of your family?
 - Who is the youngest?
 - Who is the middle?
 - Who is first, second, third, etc., among the siblings?

For the student who has the largest family, teacher writes the answers to these questions on the board.

5. Next, teacher asks students to think about the part of the story where Fernando's father asks him to do chores in exchange for receiving the tree for his friend. First teacher asks students what chores are and asks students to brainstorm some examples from their own lives and share them with the class.
6. Then teacher asks students to think about chores relation to the members of the family. Who is responsible for which chores in the story? Teacher may need to turn to the parts of the book where chores and responsibilities are mentioned:
 - Page 5: Mother bathes sister.
 - Page 9: Father tends crops, plants trees, teaches about rain forest.
 - Page 10: Father milks the cow. Mother and sister chop onions.

Once students have answered this question, teacher asks students to work again in pairs to identify on their paper who in their family has what responsibilities, from paid employment to family responsibilities, including chores. Then teacher asks students to imagine what kind of chores Fernando might do for his father and share their ideas with the class.

Lesson Evaluation: Are students able to make comparisons between Fernando's family and their own, in terms of number of members, order (e.g., in age), and responsibilities? Can they identify chores?

Extensions: For younger children, teacher discussion should focus more on who is in their family and how the children help their relatives.

Family Members

Each child is given paper and pencil/crayons. The teacher asks each child to draw a picture of all the people in his/her family. The teacher can walk around the classroom labeling the family members on each child's paper. The teacher can display these somewhere in the classroom.

The teacher then asks the children to count how many people there are in their families. The teacher can make a graph on the chalkboard with the numbers 1-10 along the bottom. One by one the teacher asks each child for the number of family members and then writes the child's name in the corresponding number column. The teacher then asks how many children have 1 family member, 2 family members, 3... etc. Other questions the teacher can ask could be: Which children have the most number of family members? Which have the least number of family members? Are there more children listed with 4 family members or 6 family members? Are there any families that have the same or equal number of family members?

Helping with Chores

Teacher leads a class discussion about how the children help their families at home. The teacher asks the children to think of different ways they help their families every day such as collecting wood or carrying water. The teacher asks the children to raise their hands when they have an idea. As the children share ideas, the teacher writes a list on the chalkboard. The teacher then

reads the list of chores and emphasizes how important it is for everyone in a family to work together.

Lesson 3: What are gifts we can give?

Purpose

Students will understand the range of meanings of 'gift' and will understand that gifts do not have to be tangible.

Objectives

Students will be able to define the word *gift*.

Students will provide a gift for others.

Materials from the Kit

Book, *Fernando's Gift*

Materials from the Environment

Blackboard and chalk

Paper

Procedure

1. Teacher asks students to think about these questions: What is a gift? (Something we give to others without expecting or receiving payment in return). Then teacher asks students to work in pairs to consider why we give gifts and to prepare one or two examples of occasions for gifts to share with the class. (Possible answers: To celebrate an occasion (such as Carmina's birthday), to offer assistance, to show love or affection). Teacher lists students' ideas on the board.
2. Next, teacher asks students to think about types of gifts, discuss with a partner, and be prepared to give one or two examples to the class. (Possible answers: an object that we purchase or make, or a service). Teacher lists students' ideas on the board. Teacher asks students for examples of gifts they have made for others (pictures, booklet, games, etc.) and lists these on the board in the appropriate category from the previous step.
3. Teacher asks students to think of a kind act someone has done for them and report to the whole class. Teacher lists the kind acts we could do on paper or orally. (Suggestions are listed at end of this lesson.)
4. Each child then decides on one gift (service or object) they will give to someone in the coming week. Teacher writes these down on the board or a piece of paper. Consider keeping a record with child's name, gift, recipient and when given. Ask children to let the teacher know when they have given the gift.

Lesson Evaluation

Was each student able to tell a gift he or she had received? Did they each have an idea of a gift to give to someone else?

Extensions

1. Give a gift to the school. This could be planting something, picking up trash, cleaning an area or making a beautiful picture or mural.
2. Give a secret gift so that no one knows that you were the giver. This might be a flower outside someone's door

Ideas for Kind Acts

1. Help a friend who is feeling sad
2. Help with preparing dinner
3. Share things with my brothers/sisters
4. Say something nice to someone
5. Help with cleaning the house
6. Do my brother's/sister's chores
7. Be friendly to a lonely person
8. Wash the dishes
9. Draw a picture to give to someone
10. Share my pencils with a classmate
11. Say, "I'm sorry" after I did something that hurt someone
12. Open and hold the door for someone
13. Pick up a piece of trash left behind by someone else
14. Smile
15. Invite someone to join in a game
16. Say "thanks" when someone helps me
17. Pick up something that someone dropped and give it back to them
18. Watch my nieces and nephews while my aunt and uncle go out

Lesson 4: How do trees help us?

Purpose

Students will understand our relationship with the environment, specifically the role of trees

Objectives

Students will be able to

Materials needed from the Kit

Book, *Fernando's Gift*

[Diagrams of tree parts and their functions—Jenny?]

Crayons for making tree rubbings

Materials in the Environment

Trees: teacher should find out the names of the different types of trees near the school, and if possible, other trees near where children live.

Chalkboard and chalk

Procedure

1. Teacher asks students to remember what Fernando gives his friend Carmina as a birthday present (a tree planted in the forest).
2. Teacher asks students to think about what kinds of trees and plants grow near the school, and near students' homes. Teacher helps students to name the different kinds of trees, and writes these tree names on the board. (Some possibilities: oak, pine, banana, mangoes)
3. What are trees made of? Teacher tells students they will go outside and draw trees—Feel the bark with your hands—what kind of texture do you feel? Teacher shows students how to do a rubbing with crayons and paper to see how the texture of the bark is different for different trees.
4. Back in the classroom, teacher introduces terminology roots, trunk, branches, seeds, seed pods, etc.
5. Teacher asks students to think about what trees give to people (fruit, seeds, wood, etc.) Ask students to name their favorite kind of tree fruit (such as mangoes, bananas). Teacher can write these on board.
6. Teacher re-reads the sections of the story in which Fernando talks about his grandfather and tree planting. What do they say that trees provide? Teacher asks students to name examples of what Fernando and his grandfather are talking about.
7. Teacher introduces the word 'habitat' (definition: where something can live, or the place where birds, animals, people have what they need to live, that is, shelter, food, water, air). Teacher asks children to think about what they need in their own 'habitat'.

8. Teacher asks them to identify where they find water and food and discuss with class. Teacher gives students some paper and asks them to draw a picture of their own house then label where they sleep, eat, drink, water, etc.
9. On the board, teacher creates a chart to compare wildlife habitats with the children's. What do birds need? What do monkeys need? Lizards? Using ideas from students, Teacher fills out the chart.
10. Teacher reads the section of the story where Fernando discovers that the cristobal tree has been cut down. Teacher asks students why they think someone has cut down the tree (for the wood). What happens to the environment when trees are removed? How can we balance the needs of people and animals for what trees provide us?

Lesson Evaluation

Were students able to make connections between animal habitats and their own living situations (habitats)?

Extension

Teacher asks students if they know anyone who has planted trees in their area, like Fernando does in the story. Students can do an interview activity in which they ask these people about why they have planted the trees.

INTERVIEW WORKSHEET A

1. Who has planted trees in the area?
2. What kinds of trees did they plant?
3. How big/old were the trees when they were planted?
4. How long will it take these trees to reach maturity?
5. What will they provide when they are mature?

If students do not know someone who has planted trees, they can do an interview activity in which they ask the oldest members of their family to think about changes in the environment since they were children.

INTERVIEW WORKSHEET B

1. Name of interviewee and role in the family:
2. Were there different kinds of birds and animals then compared with now?
3. Were there more or fewer of them?
4. What changes have happened that affected these animals?
5. Were the trees or plants different in the past?
6. What advice does the interviewee have for helping the environment?

Lesson 5: Let's learn some English!

Purpose

Students will learn cognate words in Spanish and English from the story

Objectives

Students will be able to say their name in English and to ask someone what their name is
Students will learn the vocabulary for family members

Materials needed from the Kit

Book, *Fernando's Gift*

Materials in the Environment

Chalkboard and chalk

Procedure

1. Teacher shows students again that the book *Fernando's Gift* is a bilingual book in both Spanish and English. Explains again that 'regalo' means 'gift' in English.
2. Teacher re-reads the opening of the book and teaches children that 'me llamo' in Spanish means 'my name is' in English. Teacher writes, "My name is" on the board and asks students to think of how Fernando would introduce himself in English (My name is Fernando).
3. Teacher then asks students to introduce themselves in English to a partner using this construction. (My name is: _____).
4. Teacher explains that cognates are words that come from the same root and mean the same thing in both languages. Thus another way to understand the phrase 'my name is' is the Spanish 'mi nombre es'. Teacher writes the Spanish on the board under the English and points out that all of the words in these phrases are cognates:

| | | |
|----|--------|----|
| Mi | nombre | es |
| My | name | is |

5. Teacher explains how to ask someone's name in English then asks children to practice this couplet:
What is your name? [Juan-keep in English] (Como te llamas? Como se llama?)
My name is: _____. (Me llamo _____).
6. Family vocabulary: teacher lists on the board these Spanish-English translations:

| | |
|---------|-------------|
| Madre | mother |
| Padre | Father |
| Hermano | Brother |
| Hermana | Sister |
| Tio | Uncle |
| Tia | Aunt |
| Abuelo | Grandfather |

| | |
|---------|-------------|
| Abuela | Grandmother |
| Primo/a | Cousin |

Teacher asks students to think of one family member from this list and to learn the English word. In pairs, students tell each other the name of their family member in English (e.g., Uncle Mario).

Evaluation

Can students say the couplet (What is your name? My name is: _____).

Can students understand the concept of cognates?

Have students learned one word for a family member?

Bilingual Layered Book-making Curriculum

Purpose

Having children write their own books serves a number of purposes. It gives them ownership over their text and provides a text that they will know how to read. It also gives them a text to share with their families and friends, which can encourage literacy in others. Finally, children's books can be sent back to the children at First Unitarian church who have sent their bilingual books to you!

Supplies

For each book, two different colored sheets of paper that will be folded in layers (See models included.)

Stapler to create a binding for the book; alternatively, thread/string and needle

Pens, pencils, markers to write the text

Photographs or drawings to decorate the cover of the book

Instructions

1. Have children create their own books by holding their two sheets of paper as in the models included so that layers are created. Use staples to bind the book. If a stapler is not available, thread or string can be used to sew a binding with a needle.
2. Have children decide what graphic to create or put on the cover of their books. Ideally the graphic should represent something about the child.
3. Using the text provided below as a guide, have children write about themselves in both English and Spanish.

Cover [picture or other graphic, name of child]

Page 1 Text

| | |
|--|--|
| Me llama []. Tengo [x] años. | My name is []. I am [X] years old. |
| Vivo con [mis padres, mi madre, mi padre, mi madrastra, mi padrastro, mi hermana, mi hermano, mi perro, mi gato, un pez, un tortuga, un mascota] | I live with [parents, mother, father, stepmother, stepfather, sister, brother, dog, cat, fish, turtle, other pet]. |

Page 2 Text

| | |
|---|---|
| Vivo en [una casa, un apartamento] en [el pueblo de/ la ciudad de], Honduras | I live in [a house/an apartment] in [name of town/city]. |
| Mi casa/apartamento esta hecho de [madera, piedra, yeso]. | My house/apartment is made of [wood, stone, brick, plaster]. |
| Me dura [#] minutos para llegar en mi escuela. Me voy [andando, por coche, por autobus, por bicicleta]. | It takes me [#] minutes to get to my school. I travel by [foot, car, bus, bicycle]. |

Page 3 Text

| | |
|---|---|
| Hay [#] grados en mi escuela, de [primero, segundo, tercero, cuarto, quinto] a [sexto, siete, ocho]. Estoy in [#] grado. | My school has [#] grades, from (first, second, third, fourth, fifth, sixth) to (seventh, eighth). I am in [#] grade. |
| Hay niños del edad de [#] hasta [#] en mi grado. | In my grade there are children from the age of [x] to [x]. |
| Mis materias favoritas son [matemáticas, ciencias, historia, geografía, español, inglés, literatura, música, educación física] | My favorite subjects are [math, science, history, geography, Spanish, English literature, music, physical education]. |
| Nuestra año en la escuela empieza al final de verano, normalmente in febrero. Quedamos en la escuela hasta al final de diciembre. | Our school year starts in late summer, normally in February. We stay in school until the end of December. |

Page 4 Text—This is an example of what the Rochester children wrote about the season of autumn. Have your children write something about a season or time of year.

| | |
|--|---|
| The autumn has just started here. The weather gets colder and the leaves change color to yellow, orange or red, and fall from the trees. | Acaba el otoño acá. Se pone frío el tiempo y se cambian los hojas de los árboles en amarillo, naranja, y rojo. Pues se caen los hojas de los árboles. |
|--|---|

Page 5 Text

| | |
|---|--|
| Para disfrutarme, me gusta [jugar tenis, futbol, voleibol, baloncesto, etc. /Leer, pintar, cantar, cocinar]. Tambien tengo los quehaceres en la casa. | For fun, I like to [play tennis, football volleyball, basketball, etc/ read, paint, sing, cook]. I also have chores to do at home. |
|---|--|