

MY TOWN MI PUEBLO

WRITTEN BY NICHOLAS SOLIS

ILLUSTRATED BY LUISA URIBE

- A CLASSROOM COMPANION -

MY TOWN MI PUEBLO

NICHOLAS SOLIS *illustrated by* LUISA URIBE



A NOTE TO EDUCATORS, LIBRARY MEDIA SPECIALISTS AND PARENTS

3

Thank you for choosing this Google Slide Deck to use with your students! The material can be used before, during and after you read "My Town Mi Pueblo," by Nicholas Solis.

When you clicked on the link, you were prompted to create a copy of the slide deck. Before presenting to students, feel free to delete any slides that you don't feel will be necessary for the content you will be teaching.

The material in this deck is directly aligned to the Common Core Learning Standards, New York's NextGen Standards and TEKS Standards.

Please note: Slide Deck content copyright © 2022 by Stephanie Fitzpatrick. Available free of charge for educational use only. All illustrations from the text were created by Luisa Uribe and have been used with permission from the publisher. This deck may not be published or sold without express written permission.

TODAY'S OBJECTIVES

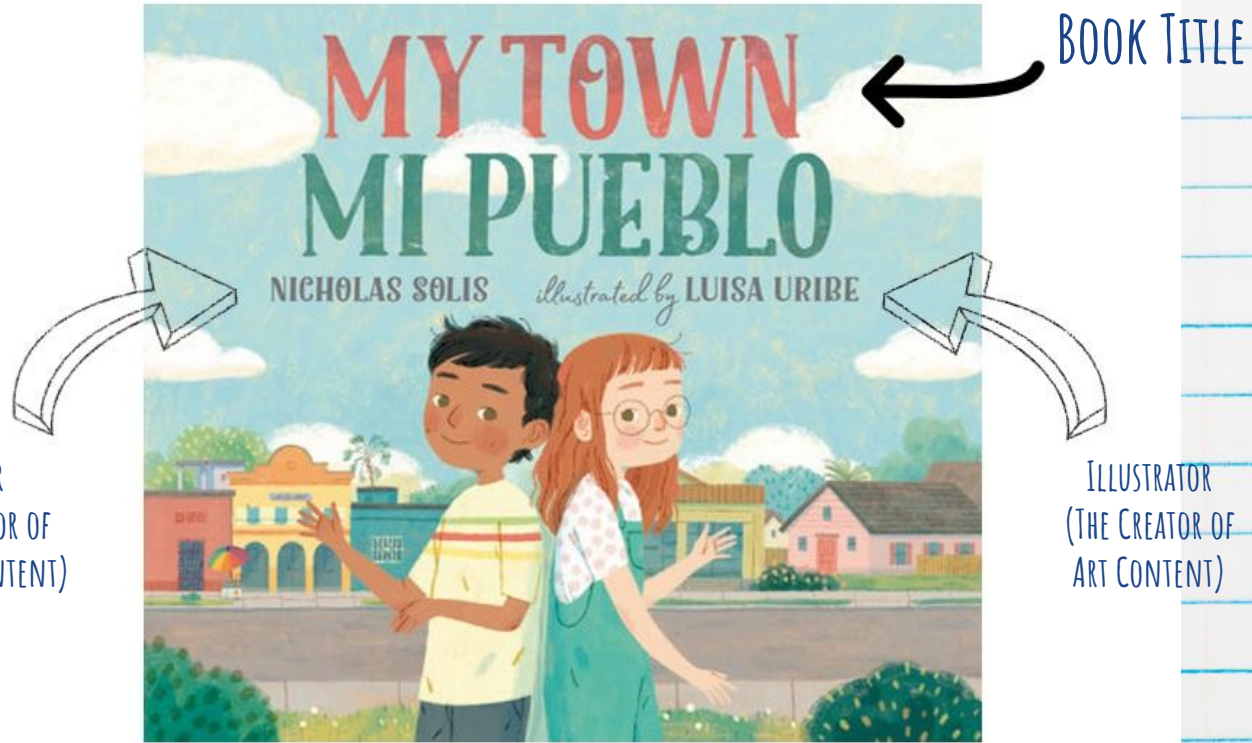
Today I will:

**Listen to a read aloud of "My Town, Mi Pueblo"*

**Engage in a discussion with my classmates to compare the two main characters and their communities, explore the relationship between the two characters and assess the characters' interpretations of one another's communities.*

**Analyze the illustrations in the book to explain how they contribute to the story.*

TEXT FEATURES ON THE BOOK COVER



INFER FROM THE COVER

6

What do you think this book will be about?

What clues does the author give you in the title?

What clues does the illustrator give you in the cover art?

WORDS TO KNOW AS WE READ

town/pueblo - an urban area smaller than a city that has houses, stores and other places for the members of its community (school, post office, etc.).



culture/cultura - the unique characteristics of a group of people such as language, food, clothing, music, dance, etc.

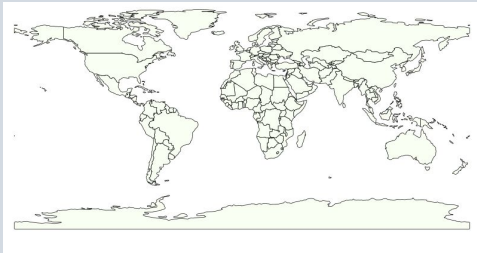
community/comunidad - a group of people who live in close proximity to one another and/or share similar cultural characteristics



WORDS TO KNOW AS WE READ

border/frontera - the line (invisible or physical) that separates two areas

In geography, borders can separate countries, states, counties and towns. Sometimes a river, mountain range or other physical feature serves as a border.



market/mercado - a place where people gather to buy and sell various goods, including food and livestock.



Art by Luisa Uribe

***Practice these vocabulary words with the PDF flashcards! Check for understanding with the PDF vocab assessment!*

MAKING CONNECTIONS - SEL LINK

In "My Town, Mi Pueblo", the two main characters experience a variety of emotions when they visit each other's towns. Some are described with feeling words in the text, while other emotions are inferred (through what the characters say and do)

As we read, think about the emotions the characters experience. When you notice how one of the characters might be feeling, make a heart with your hands.

MAKING CONNECTIONS - SEL LINK

10

THINK BEFORE WE READ! Text to self questions:

-How do you feel when you are going someplace away from home?

-What emotions do you experience when you play a favorite sport or eat a meal with your family?

-How do you feel when it is time to leave a place that is special to you or a place where you enjoy being?

QUESTIONS TO ASK WHILE WE READ

11

**How does each child get to his/her cousin's town? Once there, what do they each notice about the other's town?*

**What are some examples of the places the cousins visit in one another's towns? Why are these places special to a community?*

**What obstacles do the cousins face in seeing one another?*

CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text

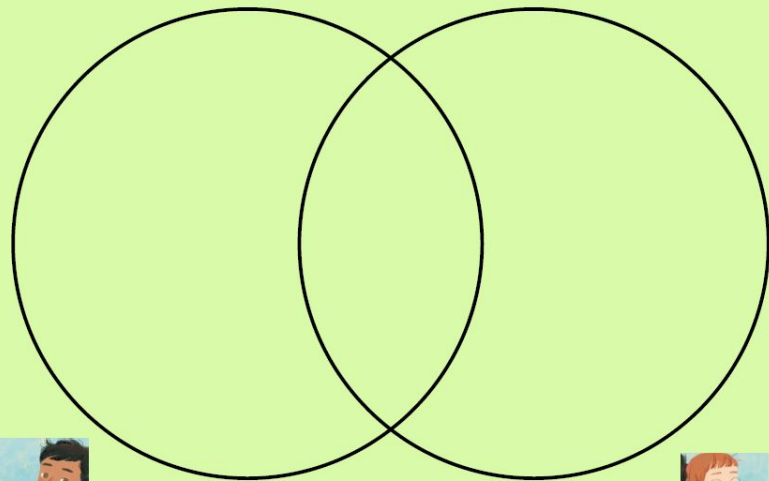
Next Gen 1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)

Next Gen 2R3: In literary texts, describe how characters respond to major events and challenges. (RL)

COMPARE AND CONTRAST

Think about what you know about the town on the Mexican side of the border and what you know about the town on the U.S. side of the border. How are the experiences of the two cousins similar? How are they different? **Consider what you see in the illustrations if you need extra help**

Let's Make a Venn Diagram



Cousin from
Mexico



Cousin from
the U.S.A.

Also available as a PDF

Art by Luisa Uribe

THINK ABOUT IT!

13

How does the author use language, specifically English and Spanish, to tell this story?

ANALYZE THE TEXT THROUGH THE ILLUSTRATIONS!

**How do the illustrations help you understand the relationship between the two main characters?*

Take another look at the spread with the schools and then discuss

**What do the illustrations show you about the town in the United States? What do they show you about the town in Mexico?*

**What is special about the artwork on the spread with the shady tree? What techniques does the illustrator use in this spread?*

CCSS.ELA-LITERACY.RI.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

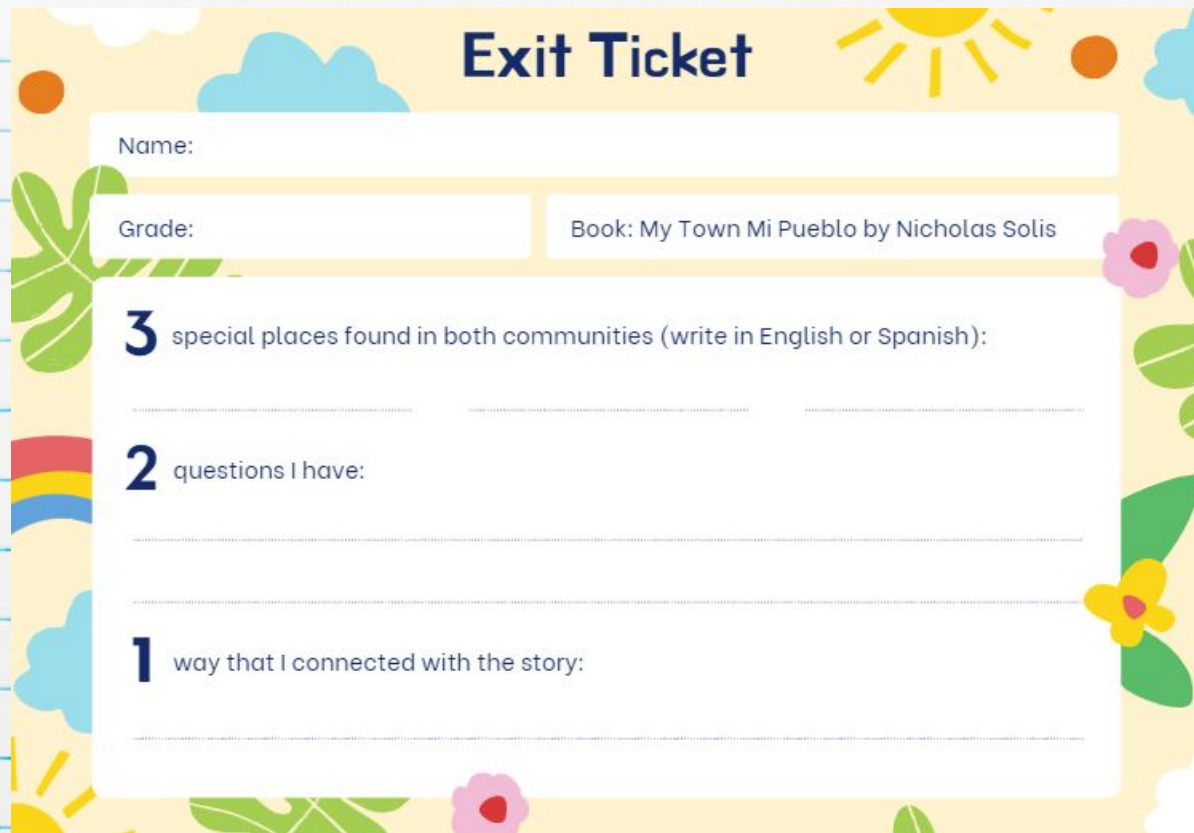
CCSS.ELA-LITERACY.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events

Next Gen 1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

Next Gen 1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

Next Gen 1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)

TEKS §110.3.b.10.C - Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes



Exit Ticket

Name: _____

Grade: _____ Book: My Town Mi Pueblo by Nicholas Solis

3 special places found in both communities (write in English or Spanish):

2 questions I have:

1 way that I connected with the story:

MAKING CONNECTIONS THROUGH SOCIAL STUDIES: MAP SKILLS

Let's design our own 3D versions of a physical map of Mexico. Use glue to attach the objects on top of the pictures on the map (use the key below for help). A map "key" helps readers identify places on a map. Using an index card, students should design their own "map key" to show what each object on the map represents.

Original Map Key:

dots = desert

dashed line = river

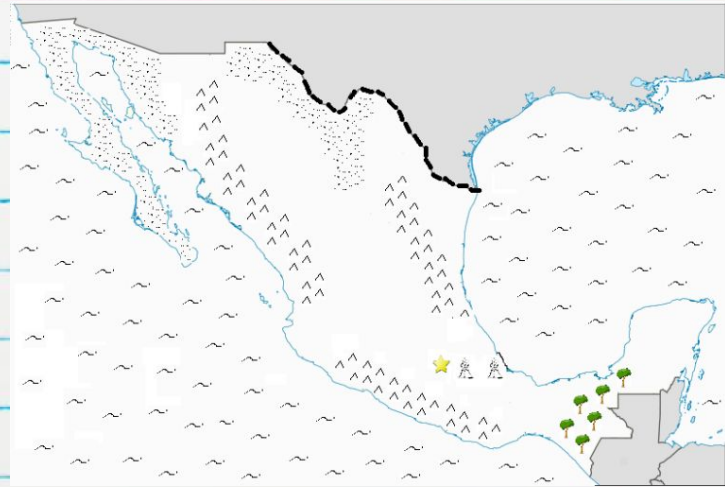
triangles = mountains

trees = rainforest

wavy lines = ocean

exploding mountains = volcanoes

star = capital city



*Activity
available as a
PDF!

Students can take the activity further by using an atlas to add more geographical features to their maps or identifying the physical features of the United States and comparing it to Mexico.

EXTRA

MAKING CONNECTIONS THROUGH SOCIAL STUDIES: CULTURAL STUDIES

17

Let's choose a new country to learn about! As we research this place, let's identify the following:

- ★ Languages spoken
- ★ Holidays celebrated
- ★ Foods eaten
- ★ Clothing worn
- ★ Music played/listened to
- ★ Sites of historical importance
- ★ Geographical features



Image from: <https://www.freepik.com/vectors/kids-world-map>

Think about it! How is this country's culture similar to our culture? How is it different?


EXTRA

MAKING CONNECTIONS THROUGH COMPUTER SCIENCE

Name: _____

LET'S CODE - UNPLUGGED!

Use the direction cards to write an algorithm that will get the boy to the soccer field without stopping anywhere else in town.

| | | | |
|---|---|---|---|
|  | | | |
| | |  | |
| |  | |  |
| | | | |

Artwork by Luisa Uribe

Use this box to plan and write your algorithm:

Name: _____

LET'S CODE - UNPLUGGED!

Use the direction cards to write an algorithm that will get the boy to the school without stopping anywhere else in town.

| | | | |
|---|---|---|---|
|  | | |  |
| | | | |
|  |  | | |
| | |  | |

Artwork by Luisa Uribe

Use this box to plan and write your algorithm:

EXTRA

MAKING CONNECTIONS THROUGH COMPUTER SCIENCE

Name: _____

LET'S CODE - UNPLUGGED!

Use the direction cards to write an algorithm that will get the girl to the school without stopping anywhere else in town.

| | | | |
|---|---|---|---|
|  |  | | |
| | |  |  |
|  | | | |
| | | | |

Artwork by Luisa Uribe

Use this box to plan and write your algorithm:

Name: _____

LET'S CODE - UNPLUGGED!

Use the direction cards to write an algorithm that will get the girl to the soccer field without stopping anywhere else in town.

| | | | |
|---|---|---|--|
|  | | | |
| |  |  | |
|  | | | |
| |  | | |

Artwork by Luisa Uribe

Use this box to plan and write your algorithm:

EXTRA

MAKING CONNECTIONS THROUGH COMPUTER SCIENCE

Name: _____

LET'S CODE - UNPLUGGED!

Use the direction cards to write an algorithm that will get the boy to the dance at the town square without stopping anywhere else in town.

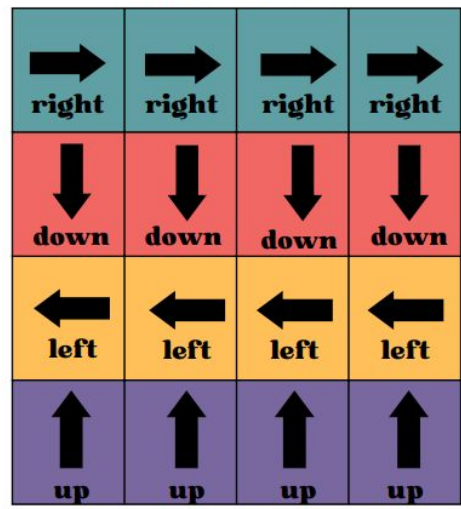
| | | | |
|---|---|--|---|
|  |  | |  |
| |  | |  |
| | | | |
| | | | |

Artwork by Luisa Uribe

Use this box to plan and write your algorithm:

DIRECTION CARDS

Cut out the direction cards and then use the space on your worksheet or on a blank piece of paper to plan your algorithm.



Algorithm
The step-by-step instructions you follow in order to do something.

LESSON CONTENT CREATED BY: STEPHANIE FITZPATRICK

21

Stephanie Fitzpatrick is an educator who has sixteen years of experience in the NYC Department of Education and a passion for children's books. She has taught fifth and third grade and has been an elementary assistant principal since August 2013. She has a B.A. in History and Political Science from Binghamton University, an M.S.T. in Elementary Education from Pace University and an Ed.M. in Educational Administration from Teachers College Columbia University.

Please note: Slide Deck content copyright © 2022 by Stephanie Fitzpatrick. Available free of charge for educational use only. All illustrations from the text were created by Luisa Uribe and have been used with permission from the publisher. This deck may not be published or sold without express written permission. **Contact Stephanie at stephanie.skiba@gmail.com.**