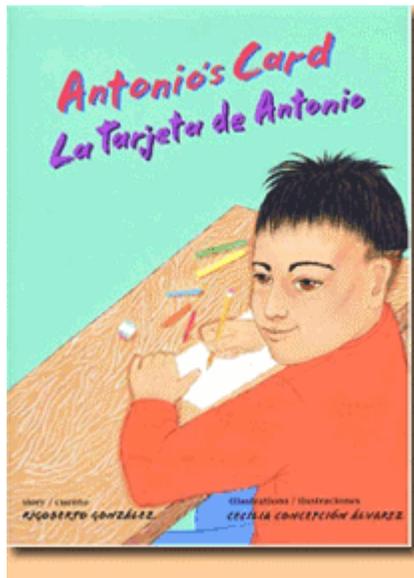


## READING COMMUNITIES: CBP TEACHER'S GUIDES

*Antonio's Card / La tarjeta de Antonio*

Written by **Rigoberto González**  
Illustrated by **Cecilia Concepción Álvarez**



### What's It All About?

Each family is unique, just as each person is unique. Although many families do not fit the traditional definition of a "nuclear family" – with one mother, one father, and one or more children – relatively few of these families are represented in children's books. In *Antonio's Card / La tarjeta de Antonio*, a young boy comes to understand that love defines a family, no matter what it looks like.

Antonio, who loves to read and play spelling games, lives in a loving household with his mother and her female partner Leslie. Every day after school, Leslie comes to pick up Antonio, then the two of them sit under a leafy tree near school and read together. Leslie is an artist who is very tall, has short-cropped hair, and wears paint-splattered clothes. One day, other children at Antonio's school make fun of Leslie's unusual appearance. Antonio cherishes his afternoons with Leslie, and he is hurt by the children's comments. Soon after, Antonio and his classmates prepare for Mother's Day by making special cards for the important women in their lives. Antonio makes a card for both his mother and her companion. But when Antonio learns that his card will be displayed in the school cafeteria, he is afraid of what his classmates might say. Faced with the difficult choice of whether to show Leslie the card and risk embarrassment or not take her to see the display, Antonio comes to realize that there is no shame in having a family that is a little different: What makes Leslie and his family different is what makes them special.

Award-winning author Rigoberto González has crafted a gentle, courageous, and hopeful story that honors all families. The delicate paintings by fine artist and first-time children's book illustrator Cecilia Concepción Álvarez enhance the story with their loving detail.

While *Antonio's Card / La tarjeta de Antonio* focuses on the experiences of a young boy, his mother, and her female partner, the issues it addresses – family, self-image, acceptance, and the power of words – are universal. You will want to take into account the diversity of families in your classroom and the emotional development of your students when discussing ideas that this book will inspire. Be sure to lead the activities surrounding the book in a manner that is sensitive to the needs and emotions of your students and that demonstrates respect for people from diverse family backgrounds and with different sexual orientations. Remember that some students may be uncomfortable revealing information about their families, so be sure all students understand that sharing is voluntary.

COMMUNITY: Lesbian-Gay; Mexican American

## THEMATIC UNITS

**Diverse Families:** diverse family structures (what makes a family); caregiver-child relationships (parents, stepparents, guardians, adoptive parents, foster parents, and so on)

**The Individual and Society:** self-image; peer pressure; conformity; acceptance of self and others; empathy

**Expressing Feelings:** the power of words; unspoken messages; art as a means of expression

## ABOUT THE AUTHOR



**Rigoberto González** was born in Bakersfield, California, and raised in Michoacán, México. The son and grandson of migrant farm workers, he is an award-winning writer of poetry and fiction. Since completing his third university degree, he has worked mostly in New York and primarily with children and young adults as a dance instructor, day care provider, literacy specialist, and creative writing teacher. Rigoberto's first children's book, *Soledad Sigh-Sighs / Soledad Suspiros*, was published by Children's Book Press in 2003. He has served as a visiting professor at the University of Toledo, Ohio, during the 2004–2005 academic year.

## ABOUT THE ARTIST



**Cecilia Concepción Álvarez** is a gifted fine artist. Her artwork has been exhibited internationally and featured in a range of publications. During the past decade, she has focused her creative energies on works of public art. Primarily a painter, Cecilia has also worked extensively with young people. She lives and works in Seattle, Washington, with her husband; they have two young adult children. *Antonio's Card / La tarjeta de Antonio* is her first book for children.

*Our thanks to the Evelyn and Walter Haas, Jr., Fund for its support in the production of this Teacher's Guide.*

## GETTING THE CLASSROOM READY

### What Makes a Family



Photos of students' families; old magazines with photographs of people, scissors, tape, butcher paper, markers, yarn; fiction and nonfiction books about diverse families; Internet resources about diverse families (see Resources)

- A week or two before beginning to teach this book, bring in photos of your own family to share with the class. Ask students to bring in photos of their families (including photos of their extended families). Carefully affix the photos to a large sheet of butcher paper to create an “Our Families” display. Use colored markers or yarn to connect visually the various photos of each student's family.
- Cut out photos of families and of individual people from old magazines. Arrange these pictures to create a collage of families with diverse structures: single-parent households, two-parent households, interracial households, families with two male or two female heads of household, families with different numbers of adult caregivers, families with adopted children of different ethnicities, and so on. Display the collage near the students' family photos.
- Create a library display in your classroom organized around the topic of diversity in families. Gather together fiction and nonfiction books either about diverse families or featuring characters from a variety of family structures. Include your own favorite titles as well as those that children have been reading. Also include printouts of family-related information and activities from the Internet. See the **Resources** section of this guide for some book titles and websites.

## GETTING READY FOR READING

### The Power of Words

*In preparation for reading **Antonio's Card**/**La tarjeta de Antonio**, students discuss how the words of others can affect the way we feel.*

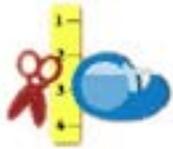


30 minutes



individual; whole class

**CA Language Arts (Listening and Speaking) Standard 1.2:** Students connect and relate prior experiences, insights, and ideas to those of a speaker.



Strips of paper, pencils, paper bag, flipchart, and markers

1. Share a personal experience in which someone said something to you that made you feel good. Discuss why the words made you feel as you did. Then share and discuss an experience in which the words of another person were hurtful to you.
2. Have students recall a moment in their own lives when someone said something that made them feel good. Have them write the person's words on strips of paper. Ask students to fold the strips in half and place them in a paper bag. Then repeat this process for experiences in which someone used words in a way that was hurtful.
3. Shake the bag to mix up the strips of paper. Then have each student take one sentence out of the bag and read it aloud. Record on a flipchart the key phrases under the headings ***Words that Make Us Feel Good*** and ***Words that Make Us Feel Bad***. Continue until all of the strips have been read aloud. Then lead students in a discussion about how the words of others have the power to both express feelings and to change the way we feel. After all students

have had a chance to share, discuss with them different ways to make sure language is not hurtful.

4. Tell students that the book they are about to read tells the story of a child who loves words, but who also comes to know the hurt they can cause. Ask students to pay attention to the power of words as they read and think about the events of the story.

## EXPLORING THE BOOK

### Diving In



40 minutes



whole class

Introduce the book to students in a large group. Focus this first reading of the book on reading for pleasure. Encourage students to enjoy the beauty of the book and the story it tells. In order to foster this enjoyment, try some of the following activities:

- Read the title aloud in both English and Spanish. Explain that this book has a bilingual format, with the text on each spread of pages appearing in English first and then Spanish. (You may want to point out that some Spanish words appear in the English text and some English words appear in the Spanish text.) Ask students to look at the cover illustration, identify Antonio, and then discuss what they think his card might be and who it might be for.
- Read the book aloud to the class, or have students read it individually or in pairs. Encourage them to pay particular attention to Antonio's feelings and how they change during the course of the story. Pause after different moments in the story to check students' comprehension and to have them make predictions about what will happen next. You might use the following questions:
  - **p. 4** Who does Antonio live with?
  - **p. 6** Why does Antonio blush when Leslie comes to pick him up?
  - **p. 10** What do Leslie and Antonio do after school?
  - **p. 15** Why do you think Antonio's hand freezes on his card?
  - **p. 18** What do you think Antonio will decide to do about the Mother's Day display?
  - **p. 22** What does Antonio want to do with Leslie after school on this day?
  - **p. 30** What surprise does Antonio have for Leslie?
- When you have completed this first reading of the book, ask students to share favorite passages and illustrations. Encourage them to explain how they think Antonio is feeling at each moment they have chosen.

### **Suggestion for Bilingual Classes**

- Partner heritage speakers of Spanish and English whenever possible, and encourage them to explore differences in reading and writing the two languages.

## FIRST TIME AROUND: VOCABULARY DEVELOPMENT

### It's All About Family

*Students develop their understanding of vocabulary related to the concepts of what makes a family and who is a partner.*



45 minutes



whole class; small group

**CA Reading Standard 1.5:** Students demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations.



Chart paper and markers; pencils or pens and paper

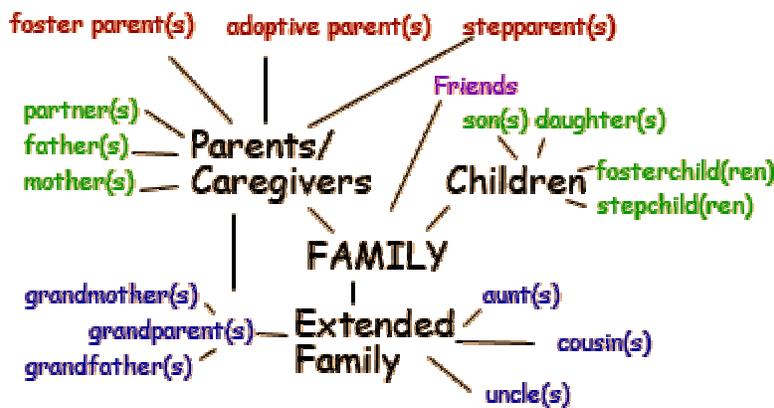
1. Have students point out any words in the story that are unfamiliar to them. Write these on the board. Then work with students to decode and figure out the meanings of the words, using context or a dictionary. Some key words students might mention include:
  - beams (*verb*) (p. 3)
  - blushing (p. 6)
  - absolutely (p. 8)
  - taunting (p. 15)
  - echoes (p. 15)
  - individual (p. 18)
  - studio (p. 22)
  - canvas (p. 24)
  - solitary/lonely (p. 29)
  - ashamed (p. 30)
2. Read aloud the first paragraph on page 4 of the story. Ask students to identify the character Leslie in the illustration on page 5. Then write the word *partner* at the top of a sheet of chart paper. Engage students in a discussion about what it means to be a partner. Record students' ideas on the chart paper. If necessary, point out that the word *partner* has different meanings in different contexts, such as at work, at school, in sports, in families, with friends, and in relationships. Add the different contexts to the chart paper and discuss them

with students. Explain that in this story, the word *partner* describes an adult who is in a loving and long-term relationship with another adult, and that Leslie and Antonio's mother are partners who have such a relationship.

3. Ask students to suggest how they think the story is related to the topic of family. Then have them work in small groups to brainstorm words that name the people in a family. Encourage students to think broadly about the different members of their own families as well as other families they know. Ask one member of each group to record the group's ideas. Then bring the class back together.

Have the scribes write their lists of family members on the board. Then write the word **FAMILY** in the middle of a sheet of chart paper. Work with students to group the words into the categories of *Parents/Caregivers*, *Children*, and *Extended Family*. Mention that close friends who may (or may not) live with a family are sometimes considered “family.” Record the words in a web with **FAMILY** at the center. If your classroom includes students who speak Spanish, you might generate a second web with the equivalent Spanish names for family members.

Review the webs with students. Clarify the meanings of any terms with which they are unfamiliar. Then engage students in a discussion about how each family is unique and how most families include some combination of these people.



## SECOND TIME AROUND: READING COMPREHENSION

### What and Why

Students use a graphic organizer to record important story events and examine how they are related as causes and effects.

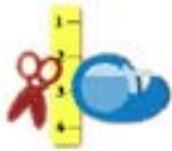


40 minutes



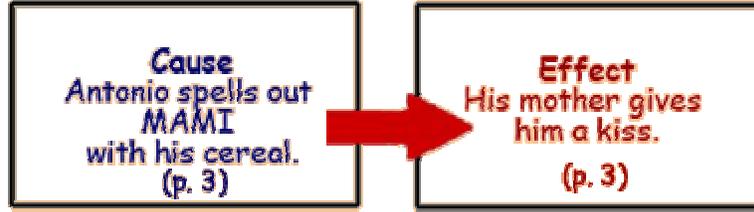
pairs or small groups

**CA Reading Standard 2.6:** Students extract appropriate and significant information from text, including problems and solutions.



Copies of **Cause-and-Effect Chart** (at the end of this document); overhead transparency of chart; pencils or pens

1. Display an overhead transparency of the **Cause-and-Effect Chart**. Ask students to share what they know about causes and their effects. If necessary, explain that an *effect* is something that happens and a *cause* is the reason why it happens. Point out that both causes and effects may be related to characters' actions (what they do), words (what they say), thoughts, or feelings. Explain also that readers may find causes stated in a story, or may have to infer them from what happens. You may also want to explain the following:
  - One cause can have several effects.
  - Several causes can all contribute to one effect.
  - Several events may be linked together in a cause-and-effect chain, such as when one event causes another event to happen, which then causes a third event to happen, and so on.
2. Model filling in the chart with a simple cause-and-effect relationship, such as the one shown below. Demonstrate the relationship between events by pointing out how the arrow in the chart shows which event is the cause, or reason, that the other event occurred.



You might also model using the information in the chart to create a statement using the word *because* to show the causal relationship: *Antonio's mother gives him a kiss because he spells out MAMI with his cereal.*

3. Divide the class into small groups or pairs, and provide each group with a copy of the **Cause-and-Effect Chart**. Ask students to read the story again. As they read this time, they should pause to record cause-and-effect relationships between events. Encourage students to write down those events that seem most important and then think about what was the reason behind each one. Remind them that some of the events will have been caused by other events described in the story, while other events may be related to things not stated in the story. The chart below gives several examples of cause-and-effect relationships between events that are described in the story.

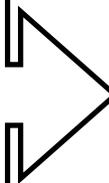
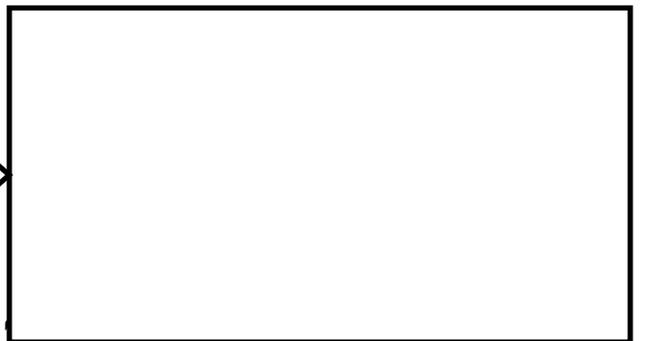
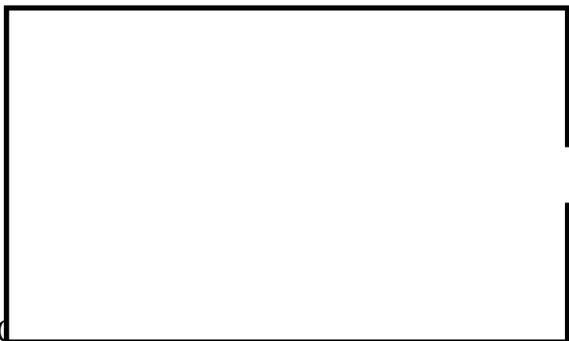
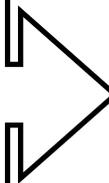
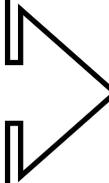
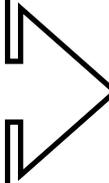
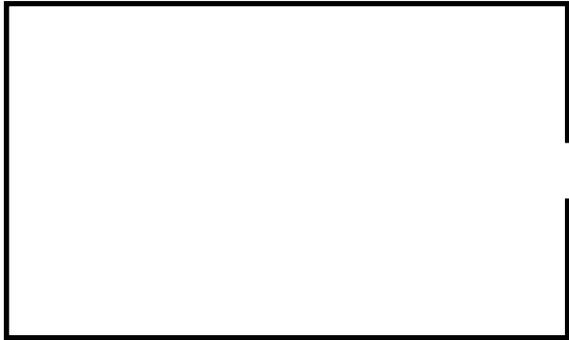
Cause	Effect
Leslie waves and says good-bye to Antonio (p. 4)	Antonio runs to the bedroom window and presses his hand on the glass (p. 4)
Leslie looks different from other parents (p. 6)	Some kids make fun of her (p. 6)
Some kids make fun of Leslie (p. 6)	Antonio blushes and rushes down the sidewalk to meet her (p. 6)
Antonio says that he is making a card for his mother and Leslie, and then worries that others will ask who Leslie is (p. 12)	Antonio hunches over his card so that no one can see it (p. 15)
Ms. Mendoza announces that the kids' cards will be shown in a Mother's Day display (p. 15)	Antonio's hand freezes over his card and the taunting of the other kids echoes in his head (p. 15)
Antonio doesn't want to hear kids laughing at his card or pointing at Leslie (p. 20)	Antonio walks to school with his head down (p. 20)
Antonio looks at the painting that Leslie has made for his mother (p. 24)	Antonio feels a lump in his throat (p. 29)
Antonio thinks about what life would be like without Leslie (p. 29)	Antonio feels lucky that she is a part of his family (p. 30)

4. Bring the class back together. Have students discuss the cause-and-effect relationships they identified in the story. Encourage them to use the word *because* to distinguish between causes and effects.

# Cause-and-Effect Chart

**Cause**  
**(Reason Why It Happens)**

**Effect**  
**(An Event)**



## AFTERWORDS: LITERARY RESPONSE AND ANALYSIS

### The Untold Story: Reading Beyond the Words

*Students practice making inferences about characters' feelings at key moments in the story.*



40 minutes



whole class; partners

**CA Reading Standard 2.2:** Students ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.



Copies of **Untold Story Chart** (at the end of this document); overhead transparency of chart; pencils or pens.

1. Prior to beginning this activity, you may want to complete the cause-and-effect activity from the *Second Time Around: Reading Comprehension* section of this Teacher's Guide. Remind students that oftentimes the events in a story are related to each other as causes and their effects. Then point out that in many stories, authors do not explain all that is happening to their characters or everything that their characters are feeling. Readers need to use what they already know along with information they find in the story to figure out or "infer" things on their own. You should write the word "infer" on the board and include a kid-friendly definition of this word so that your students can refer to it.
2. Read aloud page 3 of the story. Then go line by line through the text and guide students to identify inferences that can be made based on what the story says and what they know from experience. Record the inferences you make together on an overhead transparency of the **Untold Story Chart**. Sample answers are provided below. Repeat the process for page 4 of the story.

Page	What Happens (What the Story Says)	What It Means
3	Antonio writes <i>MAMI</i> with his cereal.	Antonio loves his mother; Antonio loves to write and spell words.
	Antonio writes <i>TE QUIERO</i> —I love you—on a napkin and puts it in his mother's purse.	Antonio wants to surprise his mother and make her happy by letting her know how he feels.
	Antonio's mother asks him how to spell <i>keys</i> in both English and Spanish.	Antonio comes from a bilingual household.
	Antonio beams before he spells <i>keys</i> in Spanish.	Antonio is proud of his knowledge of Spanish.
4	Leslie waves to Antonio through the bedroom window every morning.	Leslie cares deeply about Antonio.
	Antonio and Leslie press their hands against the window.	Antonio also cares deeply for Leslie.
	All the way to school, Antonio can feel the press of the window against his hand.	Antonio feels strongly about Leslie.

- Once you are satisfied that students understand how to make inferences, divide the class into pairs. Provide partners with a copy of the chart. Ask them to page through the rest of the story and identify other examples of moments in the story in which a character's feelings are revealed yet not directly stated in the text. Have them record these examples in the chart.
- Gather students together to share their inferences and interpretations. You may want to suggest that one partner in each pair read aloud the text from the story, while the other explains what he or she thinks it means. Afterwards, have students engage in a discussion in which they share the personal experiences and knowledge that helped them make their inferences.

# Untold Story Chart

Page	What Happens (What the Story Says)	What It Means

## LANGUAGE ARTS

### Family Stories

*Students interview family members about important events or moments in their family's history and then write a personal narrative describing the events and their significance.*

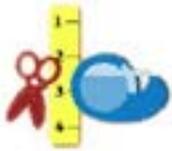


30 minutes a day  
over several days



whole class; individual

**CA Writing Standard 2.1:** Students write narratives providing a context within which an action takes place, including well-chosen details to develop the plot, and providing insight into why the selected incident is memorable.



Paper; pencils or pens; tape recorder and cassette tape

### Plan

- Discuss with students how *Antonio's Card / La tarjeta de Antonio* tells the story of an important event or turning point in Antonio's life. Explain to them that they will now have the opportunity to write about an important event or moment in the life of a family member.
- Share an event that was important in your history or the history of a family member. Then engage students in a discussion about which members of their family they might interview to learn about an important story or series of events.
- Brainstorm with students a list of interview questions they might ask to identify and learn about an important event in the life of a person as well as the context surrounding that event. Questions might include: *What is one difficult challenge or problem you or your family has faced? What happened? How did you resolve the problem? Describe your feelings.* Have students copy the list of questions.

- Ask students to interview a member of their family, using the list of questions as a starting point. Tell students that they must be sensitive during this interview process. They need to respect the person that they are interviewing and respect their privacy especially if the person is not comfortable talking about a specific issue or answering a question. If the equipment is available, encourage students to tape-record the interview so they do not have to spend the entire conversation taking notes. Suggest that students do take notes about the most important information as they listen, including what happened, why it happened, and how the person felt about it. Or they might write up their notes immediately after the interview.
- Encourage students to use their notes and the tape recording to make an outline of the key elements of the event, including information about why it happened, how the person felt about it, and why it was important.

### **Draft**

- Have students write a personal narrative about the event as if they were telling the story to someone who does not know them or their family.

### **Revise**

- Have students exchange their drafts with a partner. Partners should read and review each other's work, jotting down any questions that come to mind. Have reviewers check to see that the writer has included details that help create a sense of place and time as well as details that help develop the action. Also ask reviewers to make sure that reasons are clearly stated as to why the event described is memorable or important. When the review is finished, have students return the narratives to their partners, who should use the editorial questions and notes as they revise their draft.

### **Edit**

- Ask students to read through their drafts another time, correcting errors in spelling, grammar, and punctuation.

### **Publish**

- Have students prepare final versions of their narratives that incorporate all the changes they have made. You may wish to have students display their narratives along with a portrait of the moment. (For a portrait activity, see the *Family Snapshots* activity, an additional activity in the *Art* section of this Teacher's Guide.)

## OTHER WRITING ACTIVITIES

- ***Acrostic Poems:*** Students create acrostic poems in English or Spanish, or in both languages, with the words *family/familia*, *lonely/solitario*, or other important story words of their choosing. The letters of the chosen word or words become the first letters in each line of the poem.
- ***For the Important People in Our Lives:*** Students draft the text for a card or cards they would like to write honoring important people in their lives. This activity should be done in conjunction with the **Cards from the Heart** activity in the *Art* section of this Teacher's Guide.
- ***One Life, One Story:*** Students interview and then write brief biographies of the important women in their lives.
- ***Comparing Families:*** Students create Venn diagrams to compare their families with Antonio's and then write a few paragraphs explaining the similarities and the differences.

## SOCIAL STUDIES

### Family Tree

*Students explore the diverse structures of their families and learn that there are many different kinds of families.*

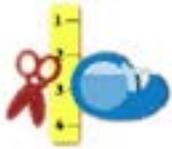


45 minutes a day  
for two days



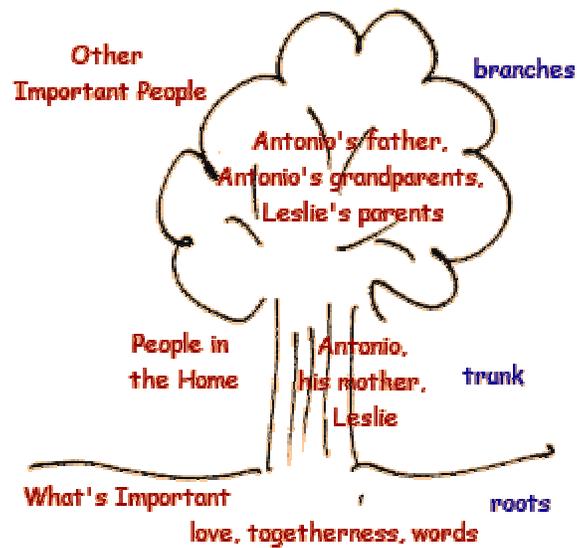
individual; whole class

**CA Social Studies Standard 3.1:** Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.



Paper; pens or pencils; chart paper and markers

1. Have a volunteer read aloud the first three sentences on page 6 of *Antonio's Card/La tarjeta de Antonio*. Write on the board the following sentence: "Parents of all shapes and sizes come to greet their children." Read it aloud. Point out that just as parents come in all shapes and sizes, so do families. Then create, display, and discuss a family tree for Antonio like the one below. The roots should show what ideas are important to Antonio's family. The trunk should list the people who live in his home. The branches should list all the other people who are important to Antonio.



2. For homework, ask students to make similar family trees of their own families.
3. Ask for volunteers to share their family trees with the class. Remember that some students may be uncomfortable revealing such information, so be sure all students understand that sharing is voluntary. Discuss the variety of families that are represented in your class. You may want to add additional trees for families you know, as this could add other family structures to the discussion.

## OTHER SOCIAL STUDIES ACTIVITIES

- **Mapping Families:** Have students identify Guadalajara, Mexico, on a map to show where part of Antonio's family comes from. Then ask students to find out the place or places their parents/caregivers and their ancestors come from. Use small self-stick notes to show on a large world map or globe the countries or cities of origin of your students' families along with the location of your community. Discuss the similarities and differences among the paths the families have followed to arrive in your community.
- **Family Time line:** Ask each student to create a time line of the important events in their family's history. You might suggest that they consider questions such as the following when compiling the entries for the time line: *When were you born? When were your parents/caregivers and siblings born? When did your family first come to this community? When did other important events in your family's history occur?*

- ***Celebrating Diverse Families:*** Show students the video *That's a Family* (see Resources). Ask them to take notes about what they see in a double journal entry, listing facts from the video in one column and their thoughts or feelings about that information in the other column. After students have watched the video, have them share their entries with a partner. Then engage the whole class in a discussion about what they learned.

## ART

### Cards from the Heart

*Students use a wax-resist technique to create cards for the important caregivers in their lives, including special messages to those they love.*

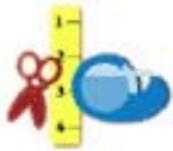


40 minutes



Individual

**CA Visual Arts Standard 2.4:** Students create a work of art based on the observations of objects and scenes in daily life, emphasizing value changes.



Paper (card stock, if available), crayons, pencils, watercolor paints, brushes

1. Discuss the image and text of the card Antonio made for his mother and Leslie for Mother's Day (p. 15). Explain to students that they will now have an opportunity to make a card for a person or people who are important in their lives. Have students suggest various types of people they might make cards for. Then ask them each to choose a special person in their lives for whom they will make a card.
2. Have students fold a sheet of card stock or regular paper in half twice – once lengthwise and once widthwise – to create a card.
3. Have students draw in pencil the outline of an image they want to send to the special person they have chosen. Encourage them to use an image that shows something special they share with the person. They should include a message on the inside of the card. (If they have completed the *For the Important People in Our Lives* activity in the *Language Arts* section of this Teacher's Guide, they may want to insert the finished version of that text here.) Point out that they may also want to include words on the cover of the card. Once

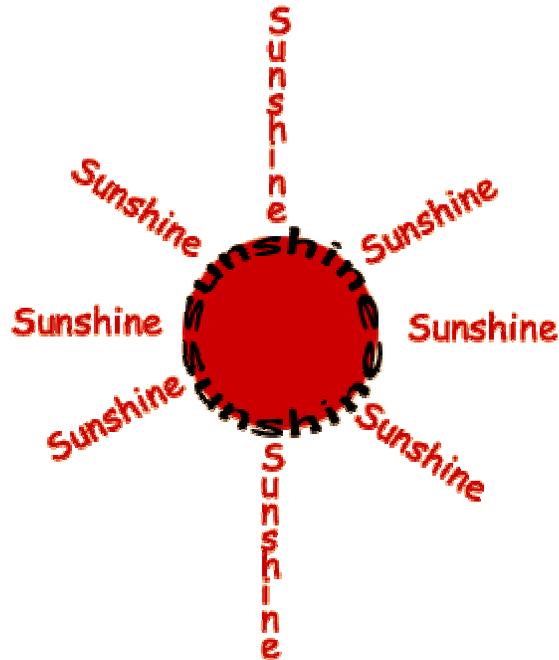
the outline and message are complete, have students trace over in crayon the elements or features of the card that they would like to highlight.

4. Once the crayon work is complete, students should paint their cards with watercolor paints. Provide them with a place to set their cards to dry.
5. When students' cards are finished, you may want to create a classroom display so they may share their work before delivering their cards. Remind students that sharing is voluntary. They do not have to share their cards with the class.

## OTHER ART ACTIVITIES

- **Family Snapshots:** Have students create paintings that illustrate an important moment in their family history, such as the one they wrote about in their personal narratives for the *Family Stories* activity in the *Language Arts* section of this Teacher's Guide. You might want to have students look at the book *Family Pictures / Cuadros de familia* by Carmen Lomas Garza to get ideas for their paintings.
- **Family Collage:** Once students have read and discussed *Antonio's Card / La tarjeta de Antonio*, they may wish to create more collages of diverse families similar to the one you did in the *Getting the Classroom Ready* section near the beginning of this Teacher's Guide.
- **Word Collage:** Discuss Antonio's love of words. Then ask students to choose a word they enjoy using (preferably a noun). Have them type the word in a word processing document using at least 18-point type. Ask them to cut and paste the word into the document multiple times to create one or two pages of the word. Have them print the document and then cut out each word. They should then draw an outline of the object named by the word on a separate sheet of paper and paste the cutout words onto the page in the shape of the outline (for example, the word *sunshine* might be glued in the shape of a sun with radiating rays). Next, students can fill in the spaces with collage materials. Finally, they can create a gallery to share their word art.

Example:



- **The Artist's Studio:** Have students draw a diagram of an artist's studio using Leslie's studio as a model (on pages 24 and 25). Encourage them to include equipment and materials they think an artist would use. Ask them to label the elements in their diagrams.
- **Words in Art:** Examine with students the images made by Antonio (on page 14) and Leslie (on pages 26 and 27). Draw students' attention to the creative use of words in the art. Then have students make their own works of art in which they incorporate words creatively.

## MATH

### Family Math

Students collect and graph data about their families and then analyze the information they have gathered.

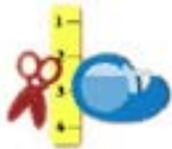


40 minutes



whole class; pairs; small groups

**CA Mathematics (Mathematical Reasoning) Standard 2.3:** Students use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

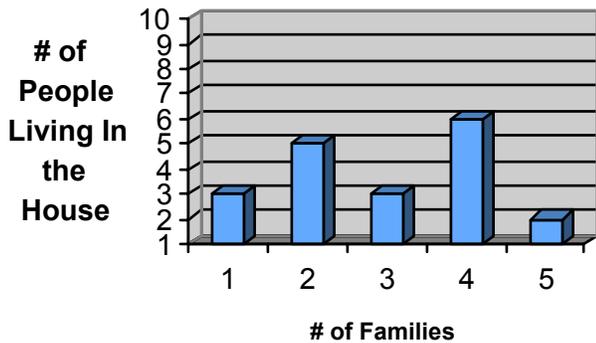


Paper (lined and graph); pencils or pens; crayons

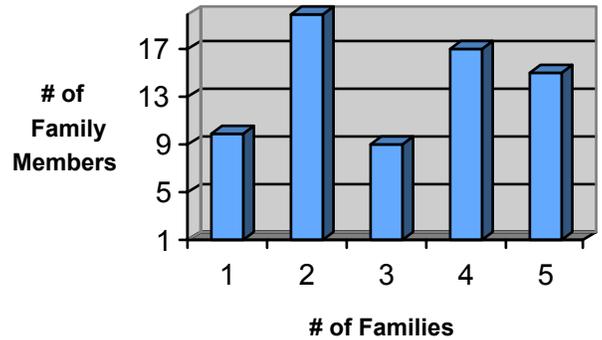
1. Have students name all the members of Antonio's family. (Antonio, his mother, Leslie, his grandparents, and his father) Use this information to come up with the number of people in his family that are mentioned in the story. (6) Then have students think about the size of their own family or other families they know. If you have done the *Family Tree* activity in the *Social Studies* section of this Teacher's Guide, you might have students refer to their family trees to help them count the number of people in their families. You might suggest that they come up with two numbers: one for the number of people who live in their home, and the other for the total number of people in their family, including all those they consider family who live outside their homes.
2. Have students work in pairs to gather the data about family size from all the other students in the class. They should record the information in two lists.
3. Ask partners to use the information to create bar graphs on graph paper showing the number of people in a family along the horizontal axis and the

number of families of each size along the vertical axis. They can use the crayons to make each bar a different color.

### Individuals Living At Home



### Family Members



4. After students have compiled the data and completed their bar graphs, ask them to work in small groups to answer the following questions:
- Which family size is the most common? the least common?
  - What is the largest number of members in a family?
  - What is the smallest number of members in a family?
  - Do you think the outcome of this activity would be different if the activity was done in a different classroom? Why? What if we did it in a different country? Explain your thinking.
  - What conclusions can you draw from the information you have gathered?

### OTHER MATH ACTIVITIES

- **Greeting Card Math:** Have students work in small groups to do math computations related to starting a business that makes handmade greeting cards for Mother's Day and other special days. To do so, ask students to calculate the answers to questions such as these: *How much would the materials cost to make one card? 150 cards? How much would you charge per card? How much money would you make after selling cards to all of your classmates? to all the students in your school?*
- **The Art of Angles:** Have students work in pairs to carefully examine the story illustrations to find as many angles as they can in the artwork. Ask them to

decide whether each angle they find is a right angle, greater than a right angle, or less than a right angle. Then have partners compare what they found to the results of another pair.

## SCIENCE AND ART

### Experimenting with Colors

*Students make predictions about and then experiment with mixing primary colors to create secondary colors.*

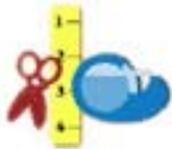


45 minutes



whole class; small group

**CA Science Standard 5.d:** Students predict the outcome of a simple investigation and compare the results with the prediction. **CA Visual Arts Standard 1.1:** Students describe how artists use tints and shades in painting.



Primary color (red, yellow, blue) vegetable dye and tempera paints; wax paper; paper; pens; brushes

1. Discuss with students the terms *primary color* and *secondary color*. Then engage them in a discussion of the importance of color in the artwork of *Antonio's Card/La tarjeta de Antonio*. Point out that color is important from the points of view of both the story's fictional artist, Leslie, and the book's real artist, Cecilia Concepción Álvarez. Page through the story with students and discuss the colors that are used. Identify primary and secondary colors as well as any that are in between. Discuss also how the artist uses *tints* (colors to which white has been added) and *shades* (colors to which black has been added) in order to produce lighter and darker versions of various colors.
2. Have students work in small groups. Ask group members to place three well-spaced drops of blue vegetable dye on a sheet of wax paper. Ask them to predict what will happen if they mix a drop of yellow with one of the blue drops. Then have them add the yellow drop to test their prediction. Below the result they should write *1 to 1*. Next, ask students to repeat the process, but this time making and testing their predictions about mixing two drops of yellow with one blue drop. Below this result they should write *1 to 2*. They

should repeat the process a third time for the ratio of 1 to 3 and write *1 to 3* below it.

3. Give students the opportunity to conduct similar experiments on their own in which they combine varying amounts of the primary color dyes to create other colors. Once they have had time to conduct several experiments, bring the class together to discuss their observations and conclusions.

## OTHER SCIENCE ACTIVITIES

- ***Story Colors:*** Provide students with tempera paints in the primary colors and black and white. Ask them to choose an illustration from the story and then experiment with mixing different colors to create colors similar to the ones used in that illustration. Ask students to keep track of the combination of colors that they used to create each new color. Students can then share their results.
- ***Parts of a Tree:*** Ask students to look at the pictures of trees on pages 9, 14, and 27 of the story. Then ask them to make their own diagram of a tree, labeling each part and describing how it contributes to the growth and survival of the tree. Suggest that students conduct library or Internet research to answer any questions they have.

## RESOURCES

### **Related Titles from Children's Book Press**

- Family Pictures / Cuadros de familia.* Paintings and Stories by Carmen Lomas Garza.
- Featherless/Desplumado.* Story by Juan Felipe Herrera. Illustrated by Ernesto Cuevas, Jr.
- Grandma and Me at the Flea / Los Meros Meros Remateros.* Story by Juan Felipe Herrera. Illustrated by Anita De Lucio-Brock.
- In My Family / En mi familia.* Paintings and Stories by Carmen Lomas Garza.
- Soledad Sigh-Sighs / Soledad Suspiros.* Story by Rigoberto González. Illustrated by Rosa Ibarra.

### **Books from Other Publishers**

- Abramchik, Lois. *Is Your Family Like Mine?* Open Heart Open Mind Publishing, 1993.
- Alden, Joan. *A Boy's Best Friend.* Alyson Publications, 1999.
- Elwin, Rosamund, and Michele Paulse. *Asha's Mums.* Women's Press, 1990.
- Garden, Nancy. *Holly's Secret.* Farrar, Straus and Giroux, 2000.
- Gordon, Sol. *All Families Are Different.* Prometheus Books, 2000.
- Greenberg, Keith Elliot. *Zack's Story.* Lerner Publishing Group, 1996.
- Heron, Anne, and Meredith Maran. *How Would You Feel If Your Dad Was Gay?* Alyson Publications, 1991.
- Jenness, Aylette. *Families: A Celebration of Diversity, Commitment, and Love.* Houghton Mifflin Co., 1993.
- Kaesar, Gigi (photographer), Peggy Gillespie (editor). *Love Makes a Family.* University of Massachusetts Press, 1999.
- Kaesar, Gigi (photographer), Peggy Gillespie (editor). *Of Many Colors: Portraits of Multiracial Families.* University of Massachusetts Press, 1997.
- Lamme, Linda Leonard, and Laurel A. Lamme. *Welcoming Children from Sexual-Minority Families into Our Schools.* Phi Delta Kappa International, Inc., 2003. (This is a title for adults.)
- Newman, Lesléa. *Heather Has Two Mommies.* Alyson Publications, 2000.
- Simon, Norma. *All Kinds of Families.* Albert Whitman & Co., 1976.
- Skutch, Robert. *Who's in a Family?* Tricycle Press, 1997.
- Snow, Judith E. *How It Feels to Have a Gay or Lesbian Parent: A Book by Kids for Kids of All Ages.* Harrington Park Press, 2004.
- Wilhoite, Michael. *Daddy's Roommate.* Alyson Publications, 2000.
- Wilson, Barbara. *Clear Spring.* The Feminist Press, 2002. (For Grades 4-6)

### **Websites**

aMaze website: [www.amazeworks.org](http://www.amazeworks.org)

American Families: Beyond the White Picket Fence website:  
[www.10families.com](http://www.10families.com)

COLAGE (Children of Lesbians and Gays Everywhere) website: [www.colage.org](http://www.colage.org)

Families Like Mine website: [www.familieslikemine.com](http://www.familieslikemine.com)

Family Diversity Projects website: [www.familydiv.org](http://www.familydiv.org)

Family Pride Coalition website: [www.familypride.org](http://www.familypride.org)

Rainbow Families website: [www.rainbowfamilies.org](http://www.rainbowfamilies.org)

That's a Family website: [www.womedia.org/thatsafamily.htm](http://www.womedia.org/thatsafamily.htm) (Women's

Educational Media has produced and distributed films and educational resources on issues ranging from environmental concerns to affordable housing to preventing prejudice.)

GLSEN (Gay, Lesbian, and Straight Education Network) - Book link for students in grades K-6, website: [www.glsen.org/cgi-bin/iowa/educator/booklink/index.html](http://www.glsen.org/cgi-bin/iowa/educator/booklink/index.html)

### **Videos**

*Both My Moms' Names Are Judy* (10 minutes; available with Spanish subtitles).

Produced by the Lesbian and Gay Parents Association.

*It's Elementary: Talking About Gay Issues In School* (78 minutes, available with Spanish subtitles). Produced by New Day Films.

*No Dumb Questions* (24 minutes). Produced by Epiphany Productions.

*Oliver Button Is a Star* (60 minutes)

*Our House: A Very Real Documentary About Kids of Gay and Lesbian Parents.* (56 minutes, appropriate for kids in older elementary grades). Produced by Sugar Pictures.

*That's a Family* (35 minutes; available in English and Spanish). Produced by Women's Educational Media.

## CONTRIBUTORS

*Loreta Torres* is a fourth grade bilingual two-way (Spanish Immersion and Spanish as a Second Language) teacher at Fairmount Elementary School in San Francisco, CA. Fairmount views all members of the community as teachers and learners, offering many programs supporting learning for families as well as students. Loreta is also a Bay Area Writing Project (BAWP) teacher consultant.

*Christina Velasco* is a fourth and fifth grade teacher at Fairmount Elementary School's immersion program. She is also a Bay Area Writing Project teacher consultant and taught a writing course for educators at UC Berkeley in the summer of 2004.

*Diane Rosen* is a second grade teacher at Miraloma Elementary School in San Francisco, CA. Diane has also taught at San Francisco State University in the Instructional Technology Department and has worked as an educational technology consultant for the San Francisco Unified Schools and educational software developers.

*Meredith Fenton* is the Program Director for COLAGE (Children Of Lesbians And Gays Everywhere), the only national organization working to engage, connect, and empower children, youth, and adults who have one or more LGBT parent(s). She provides a diverse array of programming in the Bay Area as well as around the country that focuses on support, education, and advocacy by and for children of LGBT parents.

## TIPS FROM THE PROS

Please share your own ideas for how to use *Antonio's Card / La tarjeta de Antonio* in the classroom. We'll be pleased to post your work on the website for other teachers to use. Email us your lesson plans at [communityprograms@childrensbookpress.org](mailto:communityprograms@childrensbookpress.org).