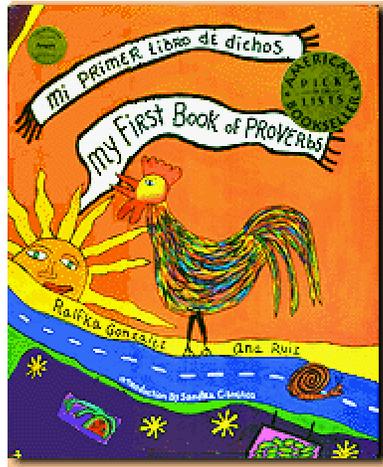


READING COMMUNITIES: CBP TEACHER’S GUIDES

My First Book of Proverbs / Mi Primer Libro de Dichos

Illustrated by **Ralfka Gonzalez**
and **Ana Ruiz**



WHAT’S IT ALL ABOUT?

My First Book of Proverbs / Mi Primer Libro de Dichos is a treasury of popular sayings familiar to many native Spanish speakers in the Latino community. Some of the entries have exact English equivalents, while others are unique to the culture from which they spring. But all of them express a folk wisdom that enriches the reader’s experience: *El que es buen gallo donde quiera canta* (“A good rooster can crow anywhere”) and *Quien canta su mal espanta* (“Sing every day and chase the mean blues away”) are two particularly sensible ones. Another *dicho* offers a description—*Chiquito pero picoso* (“Small but very hot”)—that helps to build confidence in the littlest *chile*. *A fuerza ni los zapatos entran* (“When you use force, not even your shoes fit”) offers an apt, if amusing, warning. *My First Book of Proverbs / Mi Primer Libro de Dichos* will stimulate students to think creatively about the part that folk wisdom and culture plays in everyday life, and, because of the universality of many of these sayings, to consider the similarities between students’ communities of origin.

Sayings and proverbs are among the freest and least regulated elements of a culture. Without any rules or official institutions to preserve them, they survive nevertheless across time, being passed on from mouth to mouth. They exist in all languages and in all countries. As Sandra Cisneros writes in her introduction, “*dichos* will fill you with a wise and foolish laughter.” There’s an appropriate *dicho* for each occasion, and they remind us that we are not alone, but that we share a wealth of communal experience.

Ralfka Gonzalez and Ana Ruiz’s fascination with *dichos* prompted their adventurous travels throughout Mexico and the United States. With a small tape recorder in hand, the author/artist pair traveled together interviewing folks they met about their favorite *dichos*. They collected hundreds of them, some of which they easily recognized while others were not so well known. Together they discovered that *dichos* are, in essence, a form of distilled wisdom—a summation of life's lessons. With this book, they wanted to bring together the wisdom and charm of these proverbs and to be accomplices in the magical process of passing on their wisdom. The artwork, with its original style and unusual characters, is also a joint collaboration.

COMMUNITY: Mexican American

THEMATIC UNITS

Cultural Heritage: folklore; Mexican and Mexican American popular culture, oral traditions

Artistic Traditions: folk art; *arte popular*; surrealism

ABOUT THE ARTISTS



Ralfka Gonzalez and Ana Ruiz are both self-taught artists. Ralfka, born in San Antonio, Texas, is deeply involved with popular culture and his own Mexican roots. His work creates an important bridge between folk art traditions and contemporary art, and between the art seen in galleries and

art that appears in every day life. For this reason his artwork runs the gamut from the pieces he has created for galleries and private collection to his designs of public spaces. His favorite *dicho* is *Donde hay gana, hay maña* (“Where there’s a will, there’s a way”).



Ana Ruiz was born in Barcelona, Spain, in 1959. She is a painter, writer, and sculptor. She has also collaborated with Ralfka in the design of various restaurants. Multifaceted, she has also organized art exhibitions, cultural events, and art workshops, and conducts ongoing and intensive research on the relationship between color and culture. Her own favorite *dicho* is *Chiquito pero picoso* (“Small but very hot”).

ABOUT THE INTRODUCTION



Sandra Cisneros, author of *The House on Mango Street* and *Woman Hollering Creek*, writes the introduction. These two works, as well as her collections of poetry and her book for children, *Pelitos/Hairs*, reveal Ms. Cisneros’ main concerns: the Mexican American community that she grew up in, children, and feminism. In the introduction to *My First Book of Proverbs / Mi Primer Libro de Dichos* Ms. Cisneros says of *dichos*: “Whether you are a big child or a little child, whether they are familiar or new, *dichos* will fill you with a wise and foolish laughter.”

SUGGESTIONS FOR PRIMARILY ENGLISH-SPEAKING CLASSROOMS

- Guide students towards the realization that proverbs are not unique to either English or Spanish, but are a language phenomenon across frontiers in nearly every culture. Have them identify which of these Mexican and Mexican American proverbs are also familiar to English-speakers. If you have students of Latino heritage, encourage them to participate as a resource for communicating culturally appropriate or sensitive information to the other students. This will validate the experience of the Latino students, and enrich the lesson for all students.
- Use the text in English to help students realize that the Spanish text conveys the same information. For example, have students look at the proverbs “The early bird gets the worm,” and “A bird in the hand is worth a hundred in the air.” By finding the repeating word in each of the two English, and then Spanish, proverbs they can deduce which word in Spanish means “bird” (*pájaro*).
- Have students look at the Spanish text and find cognates. Explain that English and Spanish share many words, which often come from a common Latin root. You can point out, for example, that the word *sol* (in *Después de la lluvia sale el sol*) is evident in the English word *solar*, which refers to the sun, and that the word *fuera* (in *A fuerza ni los zapatos entran*) is similar to the English word *force*.
- If there are heritage speakers of Spanish at your school, invite them to read the book to the class and, if they wish, provide their own translations and their own proverbs.

SUGGESTIONS FOR MIXED-LANGUAGE CLASSROOMS

- Team up heritage speakers of Spanish with heritage speakers of English and encourage translation activities.

- Use the heritage speakers of Spanish as a resource to explain any issues of language and/or culture that may arise. Their expertise may surprise you, delight and inform other students, and serve to validate and encourage the speakers themselves.
- Invite family members of heritage speakers of Spanish to participate in end-of-unit activities, in classroom reading, and as resources for all students. One of the activities in this guide suggests that students get information about proverbs from family members. Use this as a springboard to tap more widely into this valuable resource.

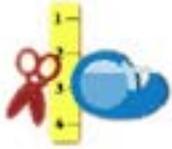
SUGGESTIONS FOR PRIMARILY SPANISH-SPEAKING CLASSROOMS

- While this book will be helpful in consolidating knowledge that students already have, you might also wish to use it as a way of introducing information about the United States. Guide students towards the realization that proverbs are not unique to either English or Spanish, but are a language phenomenon across frontiers. Encourage students to interview heritage speakers of English to find out which of the proverbs in the book are familiar to them and to collect new proverbs for the class collection.

Have students read the text in Spanish first, and when they are comfortable with it, have them work on decoding and understanding the English text. Some teachers prefer to have students hide the Spanish while they are reading the English, while others prefer to leave it available as a comprehension tool.

GETTING THE CLASSROOM READY

Wise Words Around Us



6-8 strips of paper, 5” wide; reference books on proverbs and sayings
(see **Resources**)

- Collect a group of international sayings from reference books on proverbs and sayings (see **Resources**) and write them on strips of paper using bright colored markers. Display them on the walls in the classroom reading corner, or tape them to a world map near their country of origin.
- Near your display, create a space titled “Our Proverbs / *Nuestros Dichos*.” Ask students to ask their parents and other relatives for sayings. As your students collect sayings from their families and community members during the unit of study, post them here.
- Also display books of proverbs in your classroom reading corner.

GETTING READY FOR READING

Refrains Heard ‘Round the World

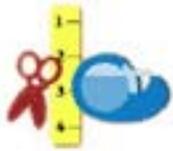
Students generate a definition of proverbs and a list of those they have heard. Then they discuss the different things proverbs can communicate.



20 minutes



large group



Flip chart and markers

1. Show students the cover of *My First Book of Proverbs / Mi Primer Libro de Dichos*. Ask them what they think the terms “proverbs” or “*dichos*” mean. If they have trouble defining the term(s), show them several of the examples in the book. Students may say that a proverb is a saying, a little bit of good advice, or an observation of the way people behave.

Explain that proverbs appear in virtually every culture, and that the book they will be reading is a collection of some that are popular in Mexican and Mexican American communities.

2. Encourage students to think of proverbs that they’ve heard from their parents and families. Record their suggestions on the flip chart.
3. Sample proverbs:

He’s a chip off the old block. / *De tal palo tal astilla.*

Better late than never. / *Más vale tarde que nunca.*

Silence is golden. / *La palabra es plata, el silencio oro.*

Don't look a gift horse in the mouth. / *A caballo regalado no se le miran los dientes.*

When the cat's away, the mice will play. / *Gato que se va, ratón que se divierte.*

4. Be sure to point out that some proverbs translate well or exist in several different languages, and others don't translate at all from one language to another.

5. Have your class examine what each proverb means. One by one, uncover the literal meaning of each saying, and then go on to draw conclusions about the proverb's possible wider meanings. Some questions to ask may be: When have you heard this? What else could this be talking about? When else could this be true? Can you think of a reason why somebody might say this proverb? What are you supposed to learn when you hear it?

EXPLORING THE BOOK

Diving In



20 minutes



Large or small group

Introduce the book to students. The focus of this first reading should be reading for pleasure; encourage students to enjoy the art and the proverbs. In order to foster this enjoyment, try some of the following activities:

- Have students look at the cover of the book and guess what it might be about. Write the students' answers on a large sheet of paper and review their responses after they have completed their reading.
- Take a “picture walk” through the book and discuss the illustrations with the students. Have students look for and comment on unusual and repeating elements in the art; for example, the watermelon- and comb-heads on some of the figures. Notice the frames used each page and discuss the relationship between the frame and the rest of the illustration.
- Select, or have students select, particular illustrations and discuss how the illustration explains the proverb on that page.

FIRST TIME AROUND: VOCABULARY DEVELOPMENT

Web of Proverbs

Students make a word web around the word proverb, then discuss how the words they generated are similar or different from the initial word.



30 minutes



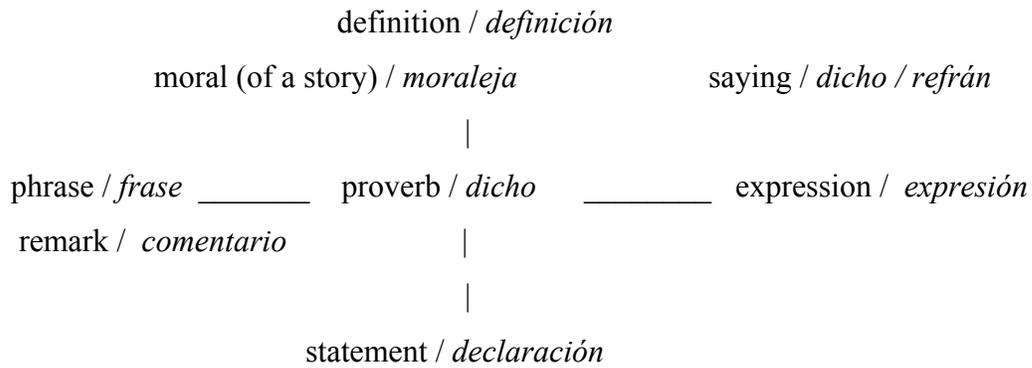
Whole class

CA Reading Standard 1.4: Students use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.



Flip chart and markers

- If your class is primarily Spanish-speaking, you may wish to introduce this lesson by writing the word *dichos* on the blackboard and then following the steps outlined below.
- Review with the students the meaning of the word *proverb*. Write the word *proverb* on the board.
- Now, ask the class to think of other words that describe a sentence or group of sentences that make a particular point or express a single idea, thought, or bit of wisdom. Record their suggestions as part of a word web.



- Point out that the words don't mean quite the same thing. Ask the class about the differences between these words. When would you use one instead of another? Why?

SECOND TIME AROUND: READING COMPREHENSION

Half a Proverb Isn't Better than One

Students play a game in which they form the proverbs from the book by matching their subjects to the appropriate predicates, and then discuss the proverbs' meanings.

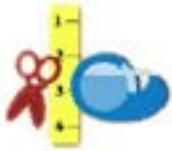


20 minutes



Whole class and pairs

CA Reading Standard 2.6: Students extract appropriate and significant information from the text.



A paper bag or hat; drawing paper and crayons; slips of paper; scissors; pens or pencils; drawing paper and markers or crayons.

1. Distribute slips of paper and pens to your students. Ask each student to copy down one proverb from the book. Then ask students to cut their pieces of paper in half. Now, each new slip of paper will contain half a proverb. For example, one piece may contain one of the following phrases:

- The early bird / *El pájaro que se levanta temprano*
- gets the worm / *agarra primero el gusano*
- A bird in the hand / *Más vale pájaro en mano*

- is worth a hundred in the air / *que cien volando*
 - Getting up at dawn / *No por mucho madrugar*
 - will not make the morning come sooner / *se amanece más temprano*
2. Have each student choose one slip to hold onto, then place the other slip into a hat or bag. Next, pass the hat or bag around and have each student pick out another slip.
 3. Now, have students circulate and find the classmate who holds the slip that completes their proverbs. (You may wish to stop the process in the middle and have several students read their own slip and that of the classmate nearest them, to form a new, and silly proverb.)
 4. When students have completed their proverbs, ask them to discuss with their partners what they think their proverbs mean. Remind them that every proverb can be applied to new situations – “The early bird gets the worm” isn’t just about birds waking up early. What else could it mean? Ask students to brainstorm a list of examples or situations that the proverb could apply to. Have students share their ideas with the whole class.
 5. Then, ask pairs to illustrate their proverbs. Ask them to pick one item from the list they brainstormed and draw it, demonstrating the meaning of the proverb. Each drawing should include the words of the proverb, as in the book.
 6. Gather the drawings and form a new book that you may wish to call *Our Very Own*

First Book of Proverbs.

Children’s Book Press - Teacher’s Guide – ***My First Book of Proverbs / Mi Primer Libro de Dichos***

AFTERWORDS: LITERARY RESPONSE AND ANALYSIS

Same and Different.

Students understand how different proverbs can sometimes present opposing nuggets of wisdom.

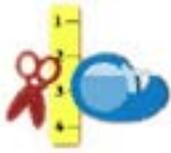


1 hour



Whole class

CA Reading Standard (Literary Response and Analysis) 3.0: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, and characters).



Flip chart and markers

1. To guide students towards an understanding that proverbs can sometimes present opposing nuggets of wisdom, have students contrast and compare “The early bird gets the worm” / “*El pájaro que se levanta temprano, agarra primero el gusano*” to “Getting up at dawn will not make the morning come sooner” / “*No por mucho madrugar amanece más temprano.*” Discuss how the early bird proverb suggests that the first person to undertake something is more likely to be successful, while the getting up at dawn saying suggests that events that are destined to happen will happen despite any efforts to bring about change. How do these two sayings contradict each other?
2. Then have students discuss “Where there’s a will there’s a way” / “*Donde hay gana hay maña*” and consider which of the two previous sayings it most resembles.

Students may say that it resembles the first one, in that it suggests that people can accomplish whatever they wish, as long as they try.

3. Other proverbs that are appropriate for compare and contrast activities are:
- “One bee doesn’t make a hive” / “*Una abeja no hace una colmena*” and “Many littles make a lot” / “*Muchos pocos hacen un mucho.*”
 - “From the plate to the mouth the soup sometimes spills” / “*Del plato a la boca a veces se cae la sopa*” and “It’s a long way from the saying to the doing” / “*Del dicho al hecho hay mucho trecho*” (back cover).

LANGUAGE ARTS

A Story with a Good Moral

Students choose a proverb and write a story that has their proverb as its moral.

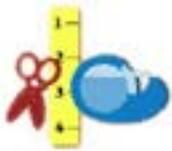


2 hours (can be completed over several sessions)



Partners

CA Writing Standard 1.0: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).



A book containing Aesop’s fable, “the tortoise and the hare” (see Resources for suggested titles); **Our Fable** worksheet (at the end of this guide)

PLAN

- Read or tell students the story of “The Tortoise and the Hare,” (capitalize letters) then discuss how the story illustrates the moral “Slow and steady wins the race.”
- Link the concept of the moral of a story to what students already know about proverbs. Guide students towards the realization that the moral of a story may become a proverb by being repeated long after the story is told.
- Choose (or have students choose) one of the proverbs from the book and, as a class, make up a plot for a story that might result in a moral similar to that proverb. For example, “Getting up at dawn will not make the morning come sooner” / “*No por mucho madrugar amanece más temprano*” might elicit a fable about a competition

between the sun and an overeager rooster to decide who gets to wake up a town's villagers.

- Have students find partners with whom to choose a different proverb for a story of their own. Encourage them to work together to develop an original plot using the **Our Fable** worksheet.

DRAFT

- Ask the writing teams to use their completed worksheets to write a first draft of the fable. Encourage them to use descriptive language and to incorporate dialogue into their writing to make the action come to life.

REVISE

- Ask student pairs to share their first draft with one other pair. Encourage them to ask for and give feedback about the relevance of the moral/proverb to the story, and about the structure of the story (e.g.: Does it have a clear beginning, middle, and end? Do the characters behave in ways that make sense to the reader?).
- Have students use the feedback to revise and rewrite their work.

EDIT

- Ask students to edit their second drafts, reading through their drafts carefully and marking their errors. Encourage them to check spelling and punctuation, and to use a word wall, dictionary, thesaurus, or other classroom reference tools.

PUBLISH

- Share the stories by inviting younger children or other classes to a story hour in which students read their work aloud. You may wish to provide copies of the stories for the listeners to read along and take back to their own homes or classrooms.

OTHER WRITING ACTIVITIES

- **Creative writing:** Direct students to the proverb, “A painting is a poem without words” / “*Una pintura es un poema sin palabras.*” Tell them that they are going to put words to some of the paintings in the book. Have them choose an illustration and come up with a poem about the surrealistic elements that it contains. For example, students may wish to write nonsense verses about watermelon-faced mermaids.
- **Gathering many littles to make a big:** Students discuss the concept of an anthology, and then put together some of their own anthologies. Elicit information that students may have about collections of stories or poems, and then ask how this book is a similar collection. Introduce the word *anthology* and discuss it with students.

Help students develop a list of genres of texts that may be anthologized. Students may suggest, in addition to short stories and poems, some of the following: jokes, song lyrics, jump rope rhymes, riddles, word games, letters from famous people.

Tell students or small groups that they will develop anthologies of their own. Have them choose a category from the list of genres (the shorter ones, such as riddles or jokes, may be more manageable in the allowed time span) and then have them brainstorm where they are likely to find material. Students can then collect examples from friends, family, or other students, or they can research in the library or online, writing their entries on cards or individual sheets of paper.

Once students have collected their items, have them cull them for the best examples, decide on a logical organizing rubric (students may decide to place them in chronological order, if that is appropriate, or by subcategories), and put them in a folder. They may choose to create a table of contents.

Encourage them to draw illustrations of the items in their anthologies and then place their folders in the reading corner for others to read.

SOCIAL STUDIES

Proverbs in the Community

Students do an oral history project in which they interview older members of the community, collect proverbs, and create their own proverb anthologies.



Two 45 minute sessions



Individual and whole class

CA Social Studies Standard 3.3: Students draw from historical and community resources to organize the sequence of local historical events.



Tape recorder and blank cassettes; large index cards; pens and paper; stapler

1. Tell students that the authors collected the proverbs in this story when they traveled throughout Mexico and the United States and interviewed people, asking them to share proverbs that they knew. Explain to the students that they can do the same thing in their own neighborhoods and with their families. Many of the proverbs that people will share with them are very old and often are traditional in their countries of origin. Even in communities without many recent immigrants, most adults know and can share a large number of proverbs.
2. Help students list possible sources of good proverbs. For example, grandparents and other elders. Explain to students that their project will be to make their own proverb anthology.

3. Tell students that their homework assignment will be to collect their own proverbs. They will have to take careful notes so as to share with the class what they find! As a group, brainstorm interview questions. Students should know to write down each new proverb they hear, and document the following: the person they heard it from and who first told it to that person, how long ago he or she first heard it, what country or area of the country the proverb came from, and any other interesting information about the proverb. They should also give some information about the meaning of the proverb.
4. The next day, ask students to share their findings. Record and post the new proverbs the class has collected, together with information about what country or area of the country they came from.
5. Students can create minibooks by copying the proverbs and the information they've collected onto large-size index cards, then stapling them together. Make the individual proverb collections available in the classroom reading corner for students to share.

OTHER SOCIAL STUDIES ACTIVITIES

- ***Folklore Day:*** Invite several community members to the classroom to talk to students about proverbs they have heard and/or used themselves in the past, and to tell fables and stories from their countries or regions of the country.
- ***Comparative Studies:*** Tell students that some of the proverbs in this book are familiar to people of other countries. Have students use the library or the Internet to find similar proverbs that appear in the folklore of different cultures. Lead a discussion about how these proverbs may have traveled from one country to another.

ART

Art That Is Beyond the Real

Students discuss the style of the art in the book, look at examples of surrealist art, and produce surrealist art of their own.

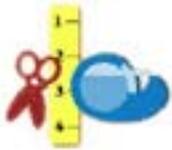


1 hour



Individual

CA Visual Arts Standard (Artistic Perception) 1.0: Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations; **(Creative Expression) 2.0:** Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.



Reproductions of surrealist paintings, such as Frida Kahlo's *The Little Deer*, Salvador Dali's *The Persistence of Memory*, or René Magritte's *The Son of Man*. (see [Resources](#)); White paper for drawing; crayons, oil pastels, acrylic paints, and/or markers.

1. Have students look through the illustrations in *My First Book of Proverbs / Mi Primer Libro de Dichos* and conduct a discussion of what makes the art in this book different from other books. Explain that the art found in this book is sometimes called *surrealism*. Show students examples of surrealist art, and invite them to talk about the ways in which these examples are similar to or different from the illustrations in the book.

2. Ask students to list the familiar items they see in the book illustrations and in the art examples. Encourage students to look at how the illustrations do not look like anything from nature, but rather combine elements from nature (watermelons, combs, bees, etc.) in different ways to create new and unfamiliar images. Explain that art of this kind is also considered *surrealism*.
- Now, ask students to create their own surrealist art to illustrate a familiar proverb, using crayons, oil pastels, acrylic paints, or markers.
- Finally, have students look at the different frames in the book. They can then design and cut out a cardboard frame for their own artwork. The proverb being illustrated should be enclosed in a banner along the bottom of the frame. You may wish to mount an exhibition of the students' surrealist works in a school hallway.

SCIENCE

Busy Bees

Students use one of the proverbs to begin an exploration of bees and their hives.

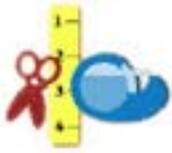


2 hours



Small group

CA Science Standard 3: Students understand that adaptations in physical structure or behavior may improve an organism’s chance for survival.



Encyclopedia and other resource materials on bees. You can find a website on the “waggle” and “round” dance of bees in the **Resources** section; websites that offer lists of women scientists (see **Resources** section)

1. Have students go to the proverb “One bee doesn’t make a hive” / “*Una abeja no hace una colmena*” in the book. Encourage them to share what they know about bees and their hives. Discuss the appearance, purpose, and inhabitants of a hive.
2. Tell students that this proverb is accurate in describing the communal nature of the hive: It does in fact take many bees to do the work of a hive, and bees demonstrate many behaviors that indicate the highly developed way in which they function as a group.

3. Have students research on the Web or in the library the “waggle” and “round” dances that bees are believed to perform. (When a worker bee identifies a good source of nectar, it flies back to the hive, “dances” in a path that includes a straight run and one shaped like a figure eight. It then “waggles” its abdomen and buzzes to notify other bees of the location of the source of food. A “round” dance indicates in a miniaturized way the route to the food source.) Other groups can research the general social makeup of the hive, and/or the very specialized roles of the queen, the drone, and the worker bees.
4. Ask students to prepare skits based on what they’ve learned, sharing their research findings with the other groups.
5. If you wish to extend this activity, provide students with other insect proverbs and have them research their scientific accuracy.

OTHER SCIENCE ACTIVITIES

- ***Great Women Scientists:*** Direct students to the proverb “Experience is the mama of science”/ “*La experiencia es la mamá de la ciencia*” and have students discuss why they think the woman in the illustration has so many arms. Encourage students to research and report on the lives and/or work of women, such as Aglaonike (the Greek woman who discovered a way of predicting eclipses), Sor Juana Inez de la Cruz (a Mexican nun who argued that women make excellent scientists since they deal on a daily basis with the basic elements of science), Elizabeth Blackwell (the first woman to graduate from a U.S. medical school), and Marie Curie (famous for her work on radioactivity). Several Websites offer lists of women scientists, which you and the students can use to begin research (see **Resources** section).
- ***Cycles of Day and Night:*** You can use the proverb, “Getting up at dawn will not make the morning come sooner” / “*No por mucho madrugar se amanece más temprano*” to spark a science discussion about the movement of the Earth around the sun and the resulting cycles of daylight and dark.

RESOURCES

WEBSITES

Proverbs

- <http://www.manythings.org/proverbs/proverbs1.html> (Familiar English proverbs are shown with key words missing. Completing them might be an interesting activity for students.)
- <http://www.geocities.com/fiqabil/amoth.html> (this site includes proverbs from all over the world)
- http://www.utas.edu.au/docs/flonta/DP%2C1%2C2%2C95/MEXICAN_PROVERBS_BIBLIO.html and http://www.utas.edu.au/docs/flonta/DP%2C1%2C2%2C95/MEXICAN_AMERICAN_PROVERBS.html (includes information and resources on proverbs from around the world, including Mexico)

Surrealist Art

- Frida Kahlo, *Little Deer*
http://artchive.com/artchive/k/kahlo/kahlo_deer.jpg.html
- Salvador Dali, *The Persistence of Memory*
<http://www.nalagallery.com/shop/product.php?xProd=10857>
- René Magritte, *The Son of Man* http://bertc.com/magritte_16.htm

Bees and Such

- The “waggle” and “round” dances of bees,
<http://gears.tucson.ars.ag.gov/ic/dance/dance.html>
- Insect proverbs, <http://entnemdept.ifas.ufl.edu/proverbs.htm>

Weather

- Accurate weather related proverbs, <http://www.cmos.ca/weatherlore.html>

Women Scientists

- <http://www.astr.ua.edu/4000WS/summary.shtml> (Biographical information on women in science)

- www.liquidleaf.com/historia/historia.html (Information on historical women in science)

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- Carbonell Basset, Delfin. *Dictionary of Proverbs, Sayings, Maxims, Adages, English and Spanish: Diccionario De Refranes, Proverbios, Dichos, Adagios, Castellano e Ingles*, Barrons Educational Series, 1998.
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CONTRIBUTORS

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Children’s Book Press - Teacher’s Guide – *My First Book of Proverbs / Mi Primer Libro de Dichos*

TIPS FROM THE PROS

Please share your own ideas for how to use *My First Book of Proverbs / Mi Primer Libro de Dichos* 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.

FABLE WORKSHEET

Date: _____

Today's Words

Fable: a short story that teaches the reader a lesson.

Moral: a sentence that sums up the lesson you can learn from a story.

Today's Writing

Today, you and your partner will write a fable that ends with a moral. A moral is very much like a proverb in the way both of them share a bit of wisdom that is summed up in a sentence. First choose one of the proverbs from *My First Book of Proverbs / Mi Primer Libro de Dichos* as your fable's moral. Complete the sentences below to help you organize your thoughts before writing your fable.

- The authors of this fable are: _____
- The proverb we have chosen is _____
- The meaning of this proverb is _____

- The characters in our story are _____
- The setting of the story is _____
- The story begins when _____

- The problem that the characters are having is that _____

- The problem is resolved when _____

- Our proverb is a good moral for this story because _____
