

Grandpa's Hal-la-loo-ya Hambone!

written by Joe Hayes

illustrated by Antonio Castro L.

About the Book

Genre: Fiction (Folktales)

Format: Paperback, pages 32

ISBN: 9781941026557

Reading Level: Grade 3

Interest Level: K-3

Guided Reading Level: P

Accelerated Reader® Level/Points:
4.3/0.5

Lexile™ Measure: AD790L

*Reading level based on the ATOS Readability Formula

Themes: Childhood Experiences and Memories, Families (Grandfathers, Mothers), Fiction, Food, Community, Neighbors, Sharing and Giving, Tall Tales, Humor, Recycling

Resources on the web:

leeandlow.com/books/grandpa-s-hal-la-loo-ya-hambon

SYNOPSIS

Joe Hayes' mother knew how to stretch the family's budget nearly as well as he streeeeetches the truth for his Joe Hayes Tall Tales.

When Joe Hayes was a kid, money was real tight for his family. So tight that there was a whole year where all they could eat was beans. When Joe's father was able to buy them a big, scrumptious hambone, they were so happy that they hollered "hal-la-loo-ya!" But the whole neighborhood got wind of the flavorful delicacy and wanted a taste too. Lucky for them, Joe's mom was very neighborly, and she had some tricks up her sleeve. Way before anyone had even heard the words "reduce, reuse, recycle," Joe's mom was a recycling pro, and knew how to squeeze every bit of usefulness out of everything. So, she got inventive about making that hambone last--and that's when this Tall Tale gets even TALLER!

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Soil Health and Crops

Soil is a mixture of minerals, organic matter, air, and water. Soil structure, texture, and chemical composition all impact how well various plants will grow. Soil provides plants with key nutrients, such as nitrogen, phosphorus, potassium, calcium, magnesium, and sulfur. Nowadays, farmers and gardeners often send a sample of soil to a lab to learn more about their soil composition; this soil test helps them decide what fertilizer or other soil amendments to add to improve their growing.

Beans have lower nutrient requirements than many other crops. Beans also have a unique ability to take nitrogen from the air and convert it to nitrogen plants can use. In this way they help “fix” the soil for all plants. Beans can even be used as a “cover crop” to improve a field’s or garden’s soil for the next round of growing.

For more information, see <https://extension.missouri.edu/publications/mg4> and https://pubs.nmsu.edu/_a/A129/#:~:text=In%20legumes%20and%20a%20few,a%20bacterium%20and%20a%20plant.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What’s something your family eats all the time? Do you ever get sick of it?
- Does your family or community have any stories or traditions that get told again and again? What can happen in communities as a favorite story gets told over and over?
- What do you know about tall tales? What makes a story a tall tale?

You may want to have students journal their responses to these questions or pose the final question as a KWL discussion and chart so that you can refer back to it throughout and after the reading of the book to further their thinking on the topic(s).

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Grandpa’s Hal-la-loo-ya Hambone!* Ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? Do they think this will be a story or an informational book? What makes them think that?
- **Book Walk:** Take students on a book walk and draw attention to the following parts of the book: front and back covers (including the summary blurb), title page, and illustrations.

Display the book and analyze the cover. What do students notice in the illustration?

- Read Author's and Illustrator's Biographies: Since there is no author or illustrator information in the book, learn a bit about the creators online (see <https://www.joehayesstoryteller.com>) or read the biographies at the end of this guide. What do you think the process is like to write a book for young readers? Why do you think these creators made this book for young readers?
- If appropriate, encourage students to stop and jot in their reading notebooks during the reading when they: learn new information, have an emotional reaction or an idea, have a question, or see new words.
- Have students write feeling(s) in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it. Have students complete one journal entry per each reading session.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- Why does this story have such an interesting title, "*Grandpa's Hal-la-loo-ya Hambone!*"?
- What parts of this story are realistic?
- What parts of this story make it a tall tale?
- What happens in this community as a story gets told over and over?

Encourage students to consider why the author, Joe Hayes, would want to share this story with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The book contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of developmentally-appropriate strategies to support students' vocabulary acquisition: Look at a photo or picture that represents the word, draw a picture of the meaning of the word, explain the meaning of a word to a partner, act out the meaning of a word, explain how the meaning of one word is the similar and different to another word.

Content Specific

"Poor soil," fertilizer, county, hambone, clothesline, well, false teeth, fishing line, "reeled in," tug-of-war, "end of an era"

Academic Specific

recycling, invented, reuse, scatter, afford, risk, plentiful, venture, earnings, flavor, hollered, economical, wrangle, invitation, grinning, narrow, dangled, clamped, fastened, pry, sudden, jerk, grip, exaggerate, denying

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. To build skills in close reading of a text, students should cite textual evidence with their answers.

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What information does the narrator give about his mother to set the stage for the story? What does he say about where he lives?
2. What does the family eat all the time? How do the different characters feel about eating beans? What does the dad decide to do?
3. How do the characters react to eating beans made with the hambone? What does the mom do with the hambone?
4. What happens when the neighbors find out about the hambone? How is Grandpa involved?
5. What happens when Grandpa washes his face at the well? How do the characters react? What happens next?
6. What does the boy mean, "It was like the end of an era?" when the hambone was gone? What do the neighbors do?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What is realistic about this book? At what point does the story shift to being less realistic?
2. Why do you think Grandpa always shouts "Hal-la-loo-ya!"?
3. How does the hambone go from a simple grocery purchase to a local legend? Why do you think this happened?
4. What do the characters' actions and reactions tell you about this community?
5. What is your favorite scene from this story? What did you imagine?
6. Why do you think the author wanted to share this story with young people?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in independent or collaborative writing, artwork, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Is this story a tall tale? Why or why not? Think about what you know about the characteristics of tall tales. Make a list of reasons this book should or should not be considered a tall tale.
2. Why do you think the author chose to write this story? What do you think the author's message to the reader is? What do you think he wanted to convey to young readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How is the narrator similar or different to you and your role in your own family?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Grandpa's Hal-la-loo-ya Hambone!*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Grandpa's Hal-la-loo-ya Hambone!* make you think of that?
6. What is one big thought that you have after reading this book? Think about different character changes and the relationships. What did you learn from reading *Grandpa's Hal-la-loo-ya Hambone!*?
7. How do the author and illustrator help readers imagine the setting (time and place) of this story? List some details from the text about the story's time and place. How does the setting impact the events of the story?
8. What different type of conflicts are presented in *Grandpa's Hal-la-loo-ya Hambone!*? Discuss the boy's conflicts within himself, with his family, and conflicts in the world. Compare and contrast the different conflicts within the text.
9. What do you think causes something to turn into a community tradition or story? Create a flow chart or other graphic organizer to show how the bad farming year and all the beans the family had to eat led to the hambone becoming a local legend.
10. Create a comic strip that shows one of the exaggerated scenes from the story. Use speech bubbles, sound effect words, and exaggerated illustrations to help bring the scene to life.

Multilingual Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Learners and multilingual learners. The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Words can hold different meanings in other types of Spanish around the world.

1. Assign Multilingual Learners to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.

3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about their favorite story from the book and why they liked it.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Have students identify true cognates throughout the book. Students can begin with one to two pages and gradually increase to a chapter(s) where students highlight true cognates and determine the meaning to the word if they do not already know it. This can also be a great opportunity to also discuss false cognates with students. If time allows, have students reflect on the cognates that they found. Did they know the word in English? Did they know the word in Spanish? If it was an unknown word in English, did the identification of the Spanish cognate help them define the word? Consult ¡Colorin Colorado! for more ideas on how to use cognates in the classroom with ELs: <https://www.colorincolorado.org/using-cognates-ells>.
7. Additional resources to support multilingual students is: <https://www.multilinguallearning-toolkit.org/>.
8. Have students act out some of the key scenes in the story to support comprehension (e.g., the family enjoying the beans made with the hambone, Grandpa's teeth falling into the well, Stan trying to fish the teeth out, etc.)

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. What Social and Emotional Learning (SEL) skills do the characters exhibit over the course of the book? Some examples of SEL skills include problem-solving, grit and perseverance, self-regulation, and perspective taking. How do the characters demonstrate these skills?

2. Have students go on a Social and Emotional Learning scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant Social and Emotional Learning themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions. Using the illustrations to recognize and label emotions or talking about how the characters used different problem-solving strategies would be especially appropriate for this book.
3. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance and so on. Illustrate or act out what that emotion looks like in *Grandpa's Hal-la-loo-ya Hambone!*
4. Do you think the author wants these characters to be role models for young people or an example of caution? Why or why not?
5. Choose one of the characters from the story (the boy, the mom, Grandpa, Stan, etc.). Make a two column chart of character traits for that character and supporting evidence from the text.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3; Presentation of Knowledge and Ideas, Strands 4–6)

- **Re-imagine the story of the hambone as a local newspaper article.** What would the headline be? Who could be quoted in the article? What photo or illustration would accompany the article? Or, write scripts for a series of imaginary news reports about the hambone and film them. Who could be interviewed?
- **Talk about what students can learn from this book about narrative writing.** Highlight or make a list of craft moves and favorite phrases to use as examples of effective storytelling. In particular, help students notice the use of using anecdotes to help characterization, how the author stretches out a scene using many details, and how a repeating line gets carried throughout the book.
- **Read other tall tales by Joe Hayes, such as *The Gum Chewing Rattler* (<https://www.leeandlow.com/books/the-gum-chewing-rattler>), *My Pet Rattlesnake* (<https://www.leeandlow.com/books/my-pet-rattlesnake>), and *The Lovesick Skunk* (<https://www.leeandlow.com/books/the-lovesick-skunk>.)** Make connections between texts. Talk about how the stories are tall tales, and what common elements of a tall tale they are missing (such as a larger-than-life character).

- **Analyze the story structure with students as a way to help them plan their own tall tales.** For instance, create a chart or graphic organizer that lists key elements, such as “The characters have a problem,” “A special object helps solve the problem,” “Something happens to the special object.” Have students plan and write their own tall tales inspired by this story structure. It might also help to read Joe Hayes’s response about “fun writing topics” in this Q & A (<https://www.joehayesstoryteller.com/adult-q-a>), in which he refers to a tall tale as a “what if?” story.
- **Talk about the power of oral storytelling.** Show students Joe Hayes’s oral version of this story (<https://www.youtube.com/watch?v=z9et9LWwnNs>.) Compare the book format to the oral version; how does each help readers/listeners appreciate the story in different ways?
- **In small groups, have students read the Q & A with the author found on his website** (<https://www.joehayesstoryteller.com/kids-q-a>.) Have each group prepare a short presentation to explain what the author’s answer to one of the questions in their own words, and make connections between the answer and the book.
- **Read another story to compare recycling, reusing, and repurposing with *Maya’s Blanket*** (<https://www.leeandlow.com/books/maya-s-blanket-la-manta-de-maya>).
- **Read other stories about families and communities finding ways to stretch budgets while taking care of each other, such as *Sweet Potato Pie*** (<https://www.leeandlow.com/books/sweet-potato-pie>) **and *Rent Party Jazz*** (<https://www.leeandlow.com/books/rent-party-jazz>).

Social Studies/Science/STEM

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Have students learn more about crops that grow in different regions.** Fill in a map together showing common crops across North America, or a different area relevant to you. You may wish to share *Yum! ;Mmmm! ;Qué Rico! Americas’ Sproutings* (<https://www.leeandlow.com/books/yum-mmmm-que-rico-americas-sproutings>), a collection of poems that celebrates crops grown in the Americas. Ask students to name their favorite fruit or vegetable and use your map to talk about whether that food could be grown locally, or where/how it could be obtained if not.
- **Make a list of ways characters in this book were environmentally-conscious, even though, as the boy says, recycling “hadn’t been invented yet.”**
- **Have students research the history of recycling practices.** Make a timeline of key developments.
- **Use props and simple materials to set up a STEM challenge in which students have to retrieve something that has fallen into a “well.”** Make connections to the events in the text.

Art

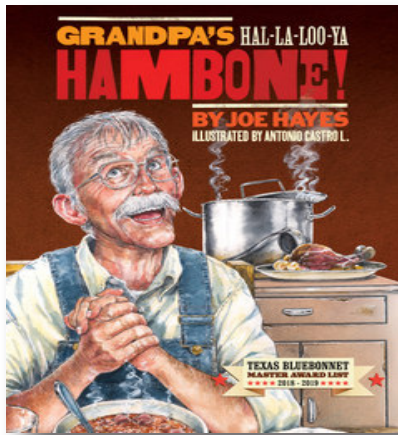
(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **The illustrator used photos of people to inspire his illustrations.** Have students work with partners to stage photos depicting different emotions or reactions to events. Then print the photos and have students use them as inspiration for drawings, paintings, or illustrations for their own narrative or tall tale writing.

Home-School Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Work together to develop a set of interview questions for students to ask an adult at home about what they liked to eat growing up.** For instance: What's something you often ate for dinner? How was it made? Did you like it? Share and compare responses at school..



Ordering Information

General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/grandpa-s-hal-la-loo-ya-hambone

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Joe Hayes is one of America's premier storytellers. He grew up in a small town in southern Arizona where he started learning Spanish from his classmates. As Joe got older, he began reading the work of folklorists and anthropologists and gathering the old stories from the Southwest region. His books have received the Arizona Young Readers Award, two Land of Enchantment Children's Book Awards, the Texas Bluebonnet award, and the National Storytelling Network Talking Leaves Award. He lives in New Mexico. Learn more about him at johayesstoryteller.com

ABOUT THE ILLUSTRATOR

Antonio Castro Lopez (L.) was born in Zacatecas, Mexico and has lived in the Juarez-El Paso area for most of his life. He has illustrated dozens of children's books including *Barry, the Bravest Saint Bernard* (Random House), *Pajaro Verde*, *The Treasure on Gold Street*, *The Day It Snowed Tortillas* and *The Gum-Chewing Rattler* (Cinco Puntos Press). His artwork for *My Tata's Remedies/Los remedios de mi tata* won a Pura Belpré Honor for illustration

Reviews

"Storyteller Hayes spins his yarn with aplomb, punctuating it with the titular exclamation... Tongue-in-cheek fun" – *Kirkus Reviews*

"Another great tall tale from the pen of award winning storyteller Joe Hayes, meant to be savored and enjoyed many times over, just like *Grandpa's Hal-La-Loo-Ya Hambone!*" – *Midwest Book Review*

ABOUT LEE & LOW BOOKS

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