

Fiction and Non Fiction Books for Bilingual Preschool Readers

María Carolina Rodríguez
Windsor Village Elementary School

INTRODUCTION

Rebecca West said, “Literature must be an analysis of experience and a synthesis of the findings into a unity.” Literature extends children's and man’s vision through enlightening images, conflicts, themes, and characters. Children’s literature does this through clear, simple, and brief forms.

The 20th Century was a most important time for children’s literature because the writers paid special attention to the psychological development of children as they created interesting stories for young readers. For example, in 1904, James M. Barrie wrote his famous book *Peter Pan*, the story of a child who did not want to grow up. *The Velveteen Rabbit* (1922) by the British author Margery Williams is a story about a velveteen rabbit that wants to be a real rabbit and becomes real through the love of a young boy. *Mary Poppins* (1934) by Pamela Travers is a story about a woman who is a nanny for five children whose father is too busy to spend time with them. Also in 1952, E. B. White wrote *Charlotte's Web*, a story that detailed the importance of friendship. *The Very Hungry Caterpillar* (1961) by Eric Carle introduces numbers, days of the week, and the concept of metamorphosis. *Where The Wild Things Are* (1963) by Maurice Sendak explores children's fears and their need for reassurance. *My Five Senses* (1969) by Alike explains the function of the five senses. *Strega Nona* (1975) by Tomie de Paola tells a tale of a magical cooking pot. *Martin Luther King, Jr. and his Birthday* (1990) by Jacqueline Woodson narrates the life of Martin Luther King, Jr., the man who dreamed that one day America would be a land of racial equality and opportunity for all. *Young George Washington: America’s First President* (2001) by Andrew Woods narrates the life of America’s first president.

All these books are either fiction or nonfiction. Works of fiction are about imaginary events and characters. Novels, poems, dramas, and short stories are works of fiction. Works of nonfiction are about real people and real events. Essays, biographies, travel books, and memoirs are generally works of nonfiction. A nonfiction work may be about extraordinary people who have accomplished fantastical feats. On the other hand, a fictional work may be about commonplace people who resemble people in our everyday lives.

The difference between fiction and nonfiction and between fantasy and reality is an important distinction that children need to develop. *Fantasy* is part of fiction, and *reality* is part of nonfiction. *Reality* is the quality or state of being that is actual or true. *Fantasy* is created by the imagination, which is the act or power of forming a mental image of something not present to the senses or never before wholly perceived in reality. I will

explain these two concepts to the children by using examples. For example, I will tell them to look around the room and tell me what they see. When they explain what they see, I will say that these things are part of reality. Then I will tell them to close their eyes and pretend that we are in a rocket and flying to the moon. This, I tell them, is fantasy because we are not really there; we are imagining that we are there.

Nonfiction may be about animals, nature, and natural habitats, as can be seen in *Underwater* by James, *Animals' Houses*, by James, *On Safari* by Watts, and *Life in the Deserts* by Baker. Nonfiction may be about science, such as *Taste, Hearing, Smell, Touch and Sight*, by Parramon and Puig. Nonfiction may be biographies, as can be seen in *Eli Whitney* by Gaines, *History of the Historian* by Florescano, *Sammy Sosa: Home Run (Power Players)* by Kirkpatrick, and *Venus Williams: Tennis (Superstar of Sport)* by Feldman.

A story that deals with both reality and fantasy is *The Velveteen Rabbit*. The little rabbit speaks with other puppets and real rabbits. "What is real?" asks the rabbit of the wise and tattered old Skin Horse. "Does it mean having things that buzz inside you...?" "Real isn't how you are made," says the Skin Horse. "It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real" (Bianco, last page). This can be a difficult passage for children, but when the children read this excerpt after we talk about the meaning of reality and fantasy, they can understand it better.

WHAT THE CHILDREN WILL LEARN

This unit focuses on 20th century literature for children in kindergarten (5 and 6 years). Because these children will pass to the first grade, they need to learn to read and understand what they read. In addition, they need to build their vocabulary so that they can read books on the first grade level.

The literature of this unit is very rich, mixing reality with imagination. The authors create extraordinary stories that capture the children's attention and help them develop psychologically. The vivid writing captivates the children, making them feel involved with the story. This stirring experience motivates them to read.

As the children read these stories, they develop their memory. The sequence of a given story helps the children grasp the concept of chronological order. When I ask them about a story that we read, they summarize in the proper sequence. Consequently, they learn that events happen in a generally clear chronological order.

Furthermore, the literature of this unit helps the children develop moral principles. For example, *Charlotte's Web* elaborates on the meaning of true friendship. The spider tries to help Wilbur feel better. She consoles him. Therefore, the children learn that one aspect friendship is consoling one's friend when he is feeling sad or afraid. In *Martin*

Luther King Jr. and His Birthday the children will learn that it is wrong to treat someone in an unfriendly way because he or she is of a different race. They will also learn that we should solve our problems nonviolently, and that when we see that something is wrong, we should work hard and courageously to change it. From *Strega Nona*, the children will learn that we should follow instructions, that we should not use what is not ours without permission, and that we should not show off.

The literature of this unit will instruct the children about American history. From *Young George Washington: American's First President*, the children will learn about one of America's founding fathers and America's first President. From *Martin Luther King Jr. and His Birthday*, the children will learn about the civil rights movement, the mistreatment of African-Americans in the past, and the leader of the civil rights movement.

The literature of this unit will teach the children science. From *The Very Hungry Caterpillar*, the students will learn that an egg gives birth to a caterpillar, that a caterpillar makes a cocoon, and inside it changes into a butterfly. From *My Five Senses*, the children will learn about how we experience the world through our five senses.

Reading is one of the best ways that people learn new vocabulary for other reading and for their daily lives. For example, in *The Velveteen Rabbit* the children learn the following words and concepts: *really*, *real*, *velveteen*, and *scarlet fever*. They can understand these new words when they come across them in a book, and they can use them in their daily vocabulary. Moreover, since I will use this unit in a bilingual classroom, the students' Spanish vocabulary will also improve.

To enhance the students' appreciation and enjoyment of the literature, I will supplement the reading by showing them a film version. In addition, when the university or a local playhouse performs one of these works, I will take my students to see the performance. By watching a play or movie, the children can compare and contrast the two versions, and thereby develop their cognitive ability to distinguish differences and similarities.

Although I will use this unit in a bilingual classroom, it can be used in a monolingual classroom as well. The books and movies of this unit are in English and Spanish, but a teacher of a monolingual classroom can simply use the English versions.

This unit fulfills the requirements of Project CLEAR, a curriculum guide for the Houston Independent School District, as well as the requirements of many other curriculum guides throughout the country.

THE CLASSROOM SCENARIO

I have 32 children in my classroom, and it is the only bilingual kindergarten in the school where I teach. My kindergarten students are five and six years old, and they primarily speak Spanish; therefore, I need to instruct them in Spanish while teaching them the English language. The bilingual program guidelines require that I only need to teach in English 45 minutes a day. For this reason, it is important that I teach in both languages. This literature helps me to teach more hours in English so that the children learn more. Moreover, since the movies are in English, the children learn more English when they watch them.

THE BOOKS

The Very Hungry Caterpillar

The Very Hungry Caterpillar was written and illustrated by Eric Carle in 1969. He writes about the life of the butterfly, which entails a metamorphosis from an egg to a caterpillar, and from a caterpillar to a butterfly. The entire story is about what the caterpillar does to grow up before it is a beautiful butterfly. This story helps me to explain the concept of reality because the metamorphosis is a fact of the natural world. When I show the movie of this work, the children will discuss the book and the movie, and develop their ability to compare and contrast. This is the first book I will use in my unit because it will help me to explain what is real. Moreover, the children should be able to read this book because it has few words. I will teach the book in both Spanish and English.

Young George Washington: America's First President

Young George Washington: America's First President is a biography written by Andrew Woods in 1992. The book begins with George Washington's childhood. The narrator explains that Washington went to a one-room schoolhouse with only one teacher, but with children of different ages. When he was eleven years old, his father died and he went to live with his older brother on a big farm. When he learned about farm life, he came to enjoy being a farmer. When he was old enough, he joined Virginia's army. He married a widow with two children. He did not like what was happening in his country, so he joined the fight for America's freedom, becoming the general of the American army. After defeating the British, Washington helped set up America's government by assisting in the writing of the American Constitution. Then he was chosen to be the first President of United States of America. Washington died two years after he completed the presidency. This interesting biography will help me explain what a book of nonfiction is like, and it will teach the children about the birth of America, its founding fathers, and the courage people can have when they strongly believe in something.

My Five Senses

My Five Senses was written by Aliko Brandenburg in 1962. This is a science book that explains the five senses. The first pages explain what we do with the five senses: we can see with the eyes, hear with the ears, smell with the nose, taste with the tongue, and touch with the fingers. The book explains these senses with easy examples. For example: We see the sun, we hear a drum, we smell soap, we drink milk, and we touch water.

My Five Senses explains that we sometimes use only one sense, sometimes several senses, and often all the senses at once. For example, when we play with our dog, we see the dog, touch the dog, smell the dog, and hear the dog. When we play with a ball we see the ball, feel the ball, and hear the ball; the ball usually does not have an odor. In the final few pages of this book, the narrator advises the readers that wherever they go or whatever they do, their five senses are working, even though sometimes they do not realize it; they take them for granted. This nonfiction book helps me explain with easy examples how we know what is real.

Martin Luther King Jr. and His Birthday

Martin Luther King Jr. and His Birthday is a biography written by Jacqueline Woodson in 1990. The book begins when King was child and was learning a lesson. The biography explains that Martin Luther King Jr. went to a school that had only African-American students because the school system would not let him go to a school that had white students. The biography also explains that King had a friend who was white, but one day his friend told him that he could not play with him anymore. King could not understand what happened and why he could not do it. His mother tried to explain, but he could not understand at that moment because race and racism were unknown ideas to him.

When King grew up, he became a pastor, like his father, in Birmingham, Alabama. During his term, Rosa Parks was arrested for not sitting in the back of a bus. King immediately became involved in the affair and led marches and boycotts. After appealing to the Supreme Court, African-American' right to sit anywhere on a bus was confirmed.

Martin Luther King worked hard to change other laws that segregated black people or were discriminatory toward them. One day his friend suggested: "We can march to Washington and tell the people the laws are wrong" (Woodson 23), and they organized a big march on Washington. Many people gave speeches, but King was the one everyone was waiting to hear. He gave a tremendous speech about the injustices that the African-Americans faced and spoke of his dream for racial equality and harmony. He said "I have a dream that my four little children will one day...not be judged by the color of their skin but by the content of their character" (Woodson 29). King used nonviolent marches, boycotts, and civil disobedience to change the unjust laws, but he could not live to see his dream come true because he was shot and killed before racial justice was attained. This

biography will not only help me explain what a book of nonfiction is, it will also teach the children about history, government, values, and nonviolent ways to solve conflicts.

Where the Wild Things Are

Where the Wild Things Are was written and illustrated by Maurice Sendak in 1961. It explores children's fears and their need for reassurance. This story begins one night when Max does not behave, and his mother says that he needs to go to his room with no supper. When he is in his room, the forest grows and grows, and he goes to the ocean, and sails off through the nights and days and weeks to where the wild things are. He comes to a place and finds monsters that roar terribly and have sharp teeth and terrible eyes. He stays in this place for a while and is happy because he becomes a king. When he is tired and hungry, he comes back to his room and finds his hot supper waiting for him. This is a fiction book that mixes reality with imagination. I will use this book third because, within it, one can easily distinguish between reality and fantasy; furthermore, the children can explain what happens in each section. I think that it is a wonderful book to explain the themes of reality and fantasy. There are Spanish and English versions of the book, but the movie is only available in English.

Strega Nona

Strega Nona, written by Tomie de Paola in 1975, is a tale of a magical cooking pot. This book begins in a small Italian town a long time ago. In this town lives an old lady named Strega Nona, which means "Grandma Witch." She helps people through her magical power. If someone has a headache, she prepares him something and cures the headache. If someone needs a husband, she prepares a potion that brings forth a husband. However, she feels old and needs someone to help her keep her house and garden, so she puts up a sign to solicit help. A man comes to talk to her; his name is Big Anthony. Big Anthony stays with Strega Nona, but she tells him, "The only thing you must never do is touch the pasta pot." Big Anthony works hard and obeys her order, but one day he sees the magic that Strega Nona does with the pot, so the next day he tells everybody what happened and everybody claims it was a lie.

One day Strega Nona tells Big Anthony that she will go to the mountain, and that he needs to take care of the house and the garden. Then she reminds him, "Remember, don't touch the pasta pot." However, Big Anthony wants to do the magic that the old grandma does, so he makes the pasta and invites everybody in the town. Everybody thinks he is a hero as they all eat the pasta. Then the pasta begins growing and growing, filling the entire house and then growing outside. Big Anthony does not know what to do. The pasta continues to grow and eventually covers the entire town. At this moment, Strega Nona arrives at the town and sees what has happened. She sings a song and the pasta comes to a halt. Everybody thanks Strega Nona but nobody wants to talk to Big Anthony. Strega Nona tells him if he wants to eat the pasta from the pasta pot he needs to eat all the pasta and clean the town, so he does.

This book is fiction, but it mixes reality with fantasy, and I will use the text to prompt the students to explain what reality what fantasy are. Furthermore, this story teaches at least four valuable moral lessons: listen to instructions, do not sneak behind someone's back and use what is not yours, do not show off, and do not reveal secrets. I will ask the children what this story teaches them, and I will tell them to explain how the story teaches it. If they do not come up with all the moral lessons, I will tell them a moral lesson that the story shows and ask them to explain how the story shows it. This book is available in Spanish, and the children can read it alone because it is a short text with illustrations.

The Velveteen Rabbit

The Velveteen Rabbit, written by Margery Williams in 1922, is about a little boy and his small velveteen rabbit. This story begins one Christmas morning when the child wakes up and plays with the velveteen rabbit, but that night his aunts and uncles bring him a new present, a mechanical toy, and he forgets the rabbit. The rabbit feels sad and asks the toys a lot of questions about what happened.

One day he talks with a skin horse. This toy has lived for a long time in the house and can understand what the rabbit wants to know. One day the boy wants to sleep with a certain toy but he cannot find it, so the nanny tells the boy that he needs to sleep with something else, and she brings him the velveteen rabbit. The rabbit feels happy because the boy is now playing with him. However, the rabbit wants to know what is real. So one spring day, the rabbit is in the garden, and it meets a real rabbit, and he asks it why they are different. The real rabbit explains, but the velveteen rabbit cannot understand, and he wants to be like him.

For a few weeks the boy is sick and he cannot play with the rabbit. When the boy becomes well, the doctor tells the nanny to take everything out of his room so that the infection will not return. One day the velveteen rabbit is in the garden and a little Fairy tells it to run and play: "You are real now." So it plays with the real rabbit. The Fairy also explains to the velveteen rabbit that he is real to the boy.

This book has been adapted into both a movie and a play. I can use both because the book is too long for them to read, and the movie explains so well and the children can realize what is real and what is fantasy. The book and movie are only available in English, so I need to translate the book into Spanish. Also, this book is a work of a fiction, so it is a good book to use to explain the difference between reality and fantasy because throughout the book, the velveteen rabbit wants to know what is reality and what is fantasy, and finally he understands the two concepts. Since the book has been adapted into a play and a movie, the children can compare and contrast the movie, book, and play.

Charlotte's Web

Charlotte's Web, written by E.B. White in 1952, talks about friendship. I will use this book in both English and Spanish but the movie is only in English. The book is long, so I will read it to my students and explain and discuss it with them. The book begins one day on a farm. Fern, the farmer's little girl, is about to have breakfast, and her father says that the previous night a pig was born, and he says that the pig is sick and will probably die that night. She cries and does not want that the father to kill the little pig. The father does not kill the pig, but brings it her. Fern is so happy, and she takes care of the little pig and names it Wilbur.

Five weeks later Mr. Arable (Fern's father) decides to sell Wilbur to Mr. Zuckerman (Fern's uncle), and Fern goes every afternoon to the barn to visit Wilbur. One day Wilbur says, "When I'm out here...there's no place to go but in. When I am indoors there is no place to go but out in the yard." And one goose says, "That is where you are wrong, my friend." (White 16). This is when the animals begin to talk.

Wilbur, with the help of another animal, tries to escape, but Mr. Zuckerman catches Wilbur. One night he meets a new friend, Charlotte, a spider. He talks a lot with her, and they become good friends. She talks about her feelings, and he tells her about his feelings, too. Fern can also hear the animals, and she talks with them. One day Charlotte writes in her web "Some Pig," and everybody can see it. The people think it is a miracle, and Wilbur is the center of attention and becomes famous. Mr. Zuckerman takes Wilbur to the fair, and he wins first prize. Charlotte puts an egg sac in the ceiling, and she explains to Wilbur why she does it. Two days after making it, Charlotte says good-bye to Wilbur and dies. Wilbur cannot understand what has happened, and he feels sad.

One day on the first day in spring, the baby spiders are born, and Wilbur tells them about their mother, and he is so glad to meet them. However, it seems that all the spiders have left and Wilbur is sad again. Then he sees that three of them have stayed, and he is so happy. He cares for them and they become his best friends.

I like this book because here E.B. White explains friendship, affection, protection, life and death, and also mixes fiction, nonfiction, reality and imagination to explain it all. It is so fun for the children to learn these messages. It is better for my group to see the movie because the book is too long and they cannot read.

Peter Pan

Peter Pan was written by Sir James Matthew Barrie in 1904. The story is about a boy who never grows up. The first version is too long for the pre-school child; for this reason, I will use the adaptation by Walt Disney and the movie, too.

This story begins in London at the home of the Darling family. Parents George and Mary are getting ready to attend a party while the children, the eldest Wendy and her brothers John and Michael, are in the nursery. Their dog Nana serves as a real nanny. John and Michael are very much interested in Peter Pan and Captain Hook because Wendy tells them stories about them. George says it is all a bunch of “poppycock,” and declares that Wendy should get a room of her own. He also ties Nana up in the backyard. Then he and Mary leave. At that moment, up on the roof, Peter Pan arrives with his pixie pal Tinker Bell. Wendy and the boys wake up to find Peter Pan in their room. Peter Pan asks them to come visit his Never Land. Wendy and her brothers agree. With a pinch of pixie dust and good thoughts they begin to fly, following Peter. The adventure begins: mermaids, Captain Hook, and pirates who threaten Wendy and the children. Luckily, Peter arrives and saves Wendy. He then engages in battle with Hook and overpowers him. Hook and the pirates are then chased away by the crocodile. Tinker Bell then covers the ship in pixie dust, they fly back to London, and he returns the kids home. I will use Walt Disney’s movie, too, and in both languages. This work will help the children understand fiction and nonfiction, reality and fantasy.

Mary Poppins

Mary Poppins was written by Pamela Travers in 1964. It is a story about a woman who takes care of five children because their father is too busy to spend time with them. The first version is too long for pre-school children. For this reason, I use the Walt Disney adaptation, and we will see the movie in both languages. This is a musical where reality and fantasy work together.

The story begins in the London of 1910. The Banks family has a loving, if rather disorganized, family. A nanny has just stormed out, fed up with the "incorrigible" children, Jane and Michael. Mr. Banks writes an ad for a new nanny, and the children compose their own, which he tears up and throws into the fireplace. The pieces fly up the chimney, and they reassemble into Mary Poppins, who is sitting on a cloud waiting for the letter. The next day, a great wind blows away all of the nannies waiting to be interviewed, and Mary floats down. She directs the children to clean up the nursery and shows them how to make it into a game. Once it is clean, they go out for a walk, and they meet Bert drawing chalk pictures on the sidewalk. They hop into the picture and have a lovely time. Mary takes them to see her Uncle Arthur, who floats up to the ceiling when he laughs, and they find this delightful. Later, their father takes them to the bank where he works, and Michael embarrasses him by refusing to deposit his money because he wants to use it to buy crumbs to feed the birds. There is a misunderstanding, and this starts a run on the bank, with everyone taking out their money, and Mr. Banks is fired. Mr. Banks realizes that he has been too rigid and demanding on the children, so he invites them to fly a kite with him. Mrs. Banks realizes that in working toward voting rights for women, she has neglected the children. With her work done, Mary Poppins says goodbye and floats away.

Walt Disney produced a spectacular movie of this tale in 1964, and I will use it because it explains with music and comedy what is real and what is fantasy. The movie is in Spanish, too, and the children can compare both movies and discuss what is real and what is fantasy, and why they think so.

I used these books in this order because I think it is the best way to explain fiction and nonfiction. The first books make it easier to explain what is real and what is fantasy, and the last books make these concepts more definitive. The lesson plan will clarify what is in the books, so that the children will finish this curriculum unit with a clear understanding of reality, fantasy, fiction and nonfiction. Moreover, they will understand the themes, learn to compare and contrast characters in the stories and the literary and movie versions of the tales, and learn many moral lessons.

IMPLEMENTATION STRATEGIES

This unit is intended for use as part of language arts in a bilingual kindergarten class. The entire lesson plan will follow the goals and objectives of Project CLEAR. The students will examine and identify the literature and methodic elements of language and literature. For example, the child will listen attentively and engage actively in a variety of oral language experiences. The student will develop vocabulary to suit specific purposes of their communication. The teacher will use a variety of strategies prior to reading to enhance comprehension. A variety of reading strategies will enhance the students' listening skills and comprehension.

When I teach this unit, all the children will be sitting on the carpet. They will close their eyes, and I will explain that they need to imagine in preparation for the scenes of the book that I will read. When I finish reading, I will ask questions about the story, simple questions and open questions. For example, when I read *Peter Pan*. I will ask: "Is it real when Peter Pan flies and finds Never Land?" Or when they see *Mary Poppins*, I will ask: "Is it fantasy when the kids write a letter and say what they want to do with the nanny?" To answer these questions, the students will need to explain what happened in the story. When the discussion is finished, the children will sit in their chairs and draw a picture about what they understand of the story. Another activity is making a small book with different painted pictures about the story. Yet another activity is writing a new vocabulary word in English and Spanish in their notebook. I will show the movie of the story and ask the children the difference between the book and the movie. "Are they the same? What is different and what is similar?" Then we will discuss the story's theme. We need to talk about the characters in the story and analyze them. We will examine their traits, feelings, relationships, and changes. In discussion, the children need to identify the importance of the setting to the story's meaning.

I will show the movies in a special way. I will create a little theater in the classroom. I will cook popcorn so that each child will have a cup of popcorn. I will make movie tickets, and give one to each child. When the movie is about to begin, I will line the

children up, and they will pass between two desks, and I will collect their ticket like a person does in a movie theater. They will sit on the floor, and I will give them their cup of popcorn. At the end of the movie, I will lead a discussion about the movie, which will include comparing it to and contrasting it with the literary version.

LESSON PLANS

Lesson Plan 1

Title:

Introducing the meaning of fiction, nonfiction, reality, and fantasy.

Duration: 2 weeks

Objectives

1. Students will use a variety of strategies to recognize and develop vocabulary.
2. Students will discuss meanings of words and develop vocabulary through meaningful/concrete experiences.

Materials Needed

Books: *The Very Hungry Caterpillar*, *Where the Wild Things Are*, (*Spanish and English versions*), *Young George Washington: America's First President*, *My Five Senses*, and *Martin Luther King, Jr.*, (*English version*),

Paper

Crayons

Movies: *The Very Hungry Caterpillar* and *Where the Wild Things Are* (in English)

TV and VCR

Activities

1. The students sit on the carpet.
2. Ask the students what they know about the terms *fiction* and *nonfiction*, and *real* and *fantasy*.
 - a. What do you understand when I say *fiction*, *nonfiction*, *fantasy*, and *real*?
3. Discuss the terms and the meaning of the words.
4. Before reading, I need to say the book's title, talk about who wrote it, and talk about who illustrated it. First I read the book *Very Hungry Caterpillar* and show the illustrations. Then I can read *Where the Wild Things Are* and compare the books.
5. Watch the movie and discuss what happened and ask:
 - a. What happened in the movie?
 - b. Is it the same in the book?
 - c. Do you find something real? What is it?
 - d. Do you find some fantasy? What is it?

- e. What do you think is fiction and nonfiction in this story? Why do you think that?
6. Draw something that you can understand about the story and write if it is *fiction* or *nonfiction*.
7. Read the book *Young George Washington, American's First President* and show the illustrations. Before I read, I need to follow Step 4. When I finish, I need to explain the term *biography* and explain that this book is a nonfiction book and why. At this point I can use *My Five Senses* and *Martin Luther King, Jr.*
8. When I finish, we need to discuss the books, write on the blackboard, and compare the books.
9. The children draw pictures about what they understand in the books.

Lesson Plan 2

Duration: 2 weeks

Objectives

1. Students will use a variety of strategies to recognize and develop vocabulary.
2. Students will discuss the meaning of words and develop vocabulary through meaningful/concrete experiences.
3. The students listen attentively to a variety of oral language experiences.

Material needed

1. Books: *Strega Nona*, *Charlotte's Web* (Spanish and English versions) and *The Velveteen Rabbit* (English version)
2. Paper
3. Crayons
4. Movies: *Charlotte's Web* and *The Velveteen Rabbit* (in English)
5. TV and VCR
6. Carton plates
7. Brown bags

Activities

1. The students sit on the carpet.
2. Review the terms nonfiction, fiction, real, and fantasy with examples. Use the first book to make examples. I ask questions like:
 - a. Who remembers what fiction means?
 - b. What is nonfiction in *Young George Washington: American's First President*?
 - c. What is real and what is fantasy?
 - d. Who can give me an example?
 - e. In *Very Hungry Caterpillar*, what is real and what is fantasy?
 - f. Is *Martin Luther King, Jr. and His Birthday* fiction or nonfiction? Why do you think that?

3. When I finish the review I will read the new books and ask questions like:
 - a. What happens in *Charlotte's Web* with the spider?
 - b. What does the spider write in her web?
 - c. Is it real when the pig and Charlotte talk? Why you think that?
4. With these questions, I can evaluate if the children have understood what I read and what they know about the terms.
5. Watch the movie and discuss what happened and ask:
 - a. What happened in the movie?
 - b. Is it the same as in the book?
 - c. Do you find something real? What is that?
 - d. Do you find some fantasy? What is that?
 - e. Is this book fiction or nonfiction? Why do you think that?
6. *Strega Nona* helps me to review what happens if people do not follow the rules. *Charlotte's Web* and *The Velveteen Rabbit* will help me to review the concept of *friendship*.
7. After the discussion, the children will make a puppet of one of the principal characters in one of the books, and they will explain if the character is real or fantasy and how they are real or fantasy.
8. We will use the puppets to decorate our classroom.

Lesson Plan 3

Duration: 2 weeks

Objectives

1. The students listen attentively to a variety of oral language experiences.
2. The students provide information from a variety of sources (print and non-print)
3. Students discuss the meanings of words and develop vocabulary through meaningful/concrete experiences.

Material Needed

1. Books: *Peter Pan* and *Mary Poppins* (Spanish and English versions)
2. Paper
3. Crayons
4. Movies: *Peter Pan* and *Mary Poppins* (English and Spanish versions)
5. TV and VCR
6. Scissors
7. Glue
8. Construction paper
9. Photocopies for principal characters

Activities

1. The students sit on the carpet.
2. Review the terms *nonfiction*, *fiction*, *real*, and *fantasy* with examples.

3. Read *Peter Pan* and *Mary Poppins* and ask questions about the books, and if those books are fiction or nonfiction and why.
4. Watch the movie and discuss what happened and ask:
 - a. What happened in the movie?
 - b. Is it the same as the book?
 - c. Did you find something real? What is that?
 - d. Did you find some fantasy? What is that?
 - e. What do you think is fiction and nonfiction in this story? Why do you think that?
5. With those books I can review what happens if they do not follow the rules and the qualities of friendship.
6. With construction paper and the principal characters of the books, we will make a graphic. First, the students will color and cut the characters. When they finish they will need to put it in a graphic like this:

Peter Pan characters: Peter Pan
 Tinker Bell
 Wendy and her brothers
 Captain Hook

Peter Pan					
House		Neverland		Boat	
Real	Fantasy	Real	Fantasy	Real	Fantasy

I need to ask:

1. What is real in the house? Why?
2. What is fantasy? Why?
3. What is real when they are in Never Land? Why?
4. What is fantasy when they are in Never Land? Why?
5. What is real in the boat? Why?
6. What is fantasy in the boat? Why?

Mary Poppins characters: Mary Poppins
 Girl
 Boy
 Musician

Mary Poppins					
House		Plays		Field Trips	
Real	Fantasy	Real	Fantasy	Real	Fantasy

I need to ask:

1. What is real in the house? Why?
2. What is fantasy? Why?
3. What is real when they are playing with Mary Poppins? Why?
4. What is fantasy when they are playing with Mary Poppins? Why?
5. What is real in the field trip? Why?
6. What is fantasy in the field trip? Why?

In both graphics they need to put the characters wherever they think and explain why they put them there.

FINAL EVALUATION

I can evaluate this unit when the children answer these questions:

1. What do you understand about fiction, nonfiction, reality, and fantasy?
2. Can you tell me an example of fiction, nonfiction, reality, and fantasy?
3. If I show you another book, can you tell me what is fiction, nonfiction, real, and fantasy?

ANNOTATED BIBLIOGRAPHY

Audirac and Gamboa Castro, Cecilia and Norma. *Literatura para el jardín de niños*. México D F 1988.

This book provides objectives in Spanish and explains what an Infant Literature mind is and how you can use it in the classroom.

Barrie, James. *Peter Pan (English and Spanish version)* , 1904 .

But in this work I used a shorter version from Walt Disney, and used the movies, too.

This book talks about the story of a boy who does not want to grow up.

Brandenberg, Alik. *My Five Senses (English)*. Harpercollins Juvenile Books. 1962.

This is a science book, and the teacher can use to explain what nonfiction is. This book explains how the five senses work. I find this book only in English.

Houston Independent School District: *Project CLEAR Curriculum*. Spanish and English Language Arts, Kindergarten. Houston, Texas: Houston Independent School District, 2002-2003.

A guide detailing teaching objectives and strategies.

Sendak, Maurice. *Where The Wild Things Are (English) Donde Viven Los Monstruos (Spanish)*. USA 1963.

This is a reading book for children (5 years) and talks about children's fears and their need for reassurance more than most adults. This book has the movie and you can talk about the difference between the movie and the book.

Travers, Pamela . *Mary Poppins*. 1934.

I used a shorter version from Walt Disney.

This is a story about a woman that cares for five children whose father is too busy to spend time with them. This book can be used in English and Spanish and also you can use a movie and storytellers too and talk about the difference between the movie and the book.

White, E. B. *Charlotte's Web*. (English), *Telarañas de Carlota* (Spanish), USA 1952.

This book helps the teacher to explain reality and fantasy. This book has a movie and you can see and talk about the difference between the movie and the book.

William Bianco, Margery. *The Velveteen Rabbit (English), El Conejo de peluche (Spanish)*. England 1922.

This book talks a story about a velveteen rabbit that wants to be a real rabbit and becomes real through the love of a young boy, and the teacher used to explain real and fantasy. This book has a movie and you can see the plays too.

Woodson, Jacqueline. *Martin Luther King, Jr. and his Birthday*. (English) USA 1990.
Biography explains Luther King, Jr.'s life. The teacher can use to explain what nonfiction is.