GLOBAL CONNECTION ACTIVITIES

For #GRA19 Yuyi Morales Picture Book Study

MY GIFTS TO THE WORLD
A Global Read Aloud Activity for Dreamers

Summary: Students select and read a book that has a character who dreams of changing the world. They discuss the role literature plays in making the world a better place. Students then choose a character from the book whose dream they would like to support and create a poster. The activity ends with a class discussion about the importance of dreams and how they can lead to positive change.

Technology Suggestions

Pop Students with Supporting Literacy Skills

For this activity, students will need access to a digital platform where they can create posters. This could be through a digital drawing tool or an online platform where they can create electronic posters. Students should also have access to a platform where they can share their posters, such as a social media site or a class blog.

The Ways We Celebrate

A Global Read Aloud Activity for Just a Minute: A Trickster Tale and Counting Book

Summary: Students share their favorite moments from the book and discuss how they relate to their own lives. They then create a countdown of their favorite moments.

The Way We Play

A Global Read Aloud Activity for Nilso Wrestles the World

Summary: Students read the book and then discuss how they can promote cultural understanding and respect for others. They then create a game or activity that promotes cultural understanding.

We Amaze Ourselves

A Global Read Aloud Activity for Viva Frida

Summary: Students learn about Frida Kahlo and then create a painting or artwork inspired by her work. They then discuss how their artwork reflects their own identity and cultural background.

Story Comparisons

A Global Read Aloud Activity for Little Night

Summary: Students compare and contrast the two books and discuss how they are similar and different. They then create a venn diagram to show their comparisons.

THE WAY WE PLAY

A Global Read Aloud Activity for Nilso Wrestles the World

Summary: Students read the book and then discuss how they can promote cultural understanding and respect for others. They then create a game or activity that promotes cultural understanding.

We Amaze Ourselves

A Global Read Aloud Activity for Viva Frida

Summary: Students learn about Frida Kahlo and then create a painting or artwork inspired by her work. They then discuss how their artwork reflects their own identity and cultural background.

Story Comparisons

A Global Read Aloud Activity for Little Night

Summary: Students compare and contrast the two books and discuss how they are similar and different. They then create a venn diagram to show their comparisons.

THE WAY WE PLAY

A Global Read Aloud Activity for Nilso Wrestles the World

Summary: Students read the book and then discuss how they can promote cultural understanding and respect for others. They then create a game or activity that promotes cultural understanding.

We Amaze Ourselves

A Global Read Aloud Activity for Viva Frida

Summary: Students learn about Frida Kahlo and then create a painting or artwork inspired by her work. They then discuss how their artwork reflects their own identity and cultural background.

Story Comparisons

A Global Read Aloud Activity for Little Night

Summary: Students compare and contrast the two books and discuss how they are similar and different. They then create a venn diagram to show their comparisons.

THE WAY WE PLAY

A Global Read Aloud Activity for Nilso Wrestles the World

Summary: Students read the book and then discuss how they can promote cultural understanding and respect for others. They then create a game or activity that promotes cultural understanding.

We Amaze Ourselves

A Global Read Aloud Activity for Viva Frida

Summary: Students learn about Frida Kahlo and then create a painting or artwork inspired by her work. They then discuss how their artwork reflects their own identity and cultural background.

Story Comparisons

A Global Read Aloud Activity for Little Night

Summary: Students compare and contrast the two books and discuss how they are similar and different. They then create a venn diagram to show their comparisons.
Thank you for downloading my Global Connection Activities for #GRA19 Yuyi Morales Picture Book Study. The lesson plans and links in this packet will get you started on your Global Read Aloud journey. I’ve included my best ideas on how to use these texts to make meaningful connections with the other classes participating this year.

Make sure to click the links to see all of the resources I’ve gathered and created for you. For the first time ever I’ve created both a kick-off activity and a closing activity so keep your eyes out for those links on the first and last lesson plans!

---

GET YOUR WORLD LANGUAGES TEACHER INVOLVED!

Please reach out to your world languages teacher and share what you are doing. They may already be familiar with Yuyi Morales and have great ideas for you. Here are some ways they can get involved.

- **Introduction**: Find Ciudad Juárez, Mexico and El Paso, Texas on the map. This is where Yuyi crossed the border.
- **Week 1, Dreamers**: Learn about some of the Mexican handicrafts and symbols: embroidery, metalwork swallows, monarchs, volcano, bats, sacred heart, dog(27:44), and snakes.
- **Week 2, Just a Minute**: Learn about papel picado, piñatas, sugar skulls, and the celebration of death during Día de los Muertos.
- **Week 3, Niño Wrestles the World**: Learn about Lucha Libre.
- **Week 4, Viva Frida**: Learn about Frida Kahlo.
- **Week 5, Little Night**: Listen to the text read in Spanish.

---

Erin Kramer
MY GIFTS TO THE WORLD

A Global Read Aloud Activity for Dreamers

Summary
Support and enhance comprehension by reading the details in the pictures for this week’s #GRA19 book pick. Students introduce themselves to their GRA buddy classes by telling what gifts they possess that they can share with the world.

Get a FREE copy of Dreamers on Epic Books!

Common Core Standards
RL 3, RL 7, W 2, W 6, SL 4, SL 6

GRA Intro/Meet the Author: All of the picture books in this year’s collection were written and illustrated by Yuyi Morales. Start your GRA experience a week early and introduce her to your class by reading her bio poem and a brief biography in this short eBook article and then use this template to have your students write their own bio poems.

Tips

Building Background:
“WHERE YOU COME FROM SHAPES WHO YOU ARE. YOU SPEAK THE LANGUAGE OF THE PEOPLE AROUND YOU, YOU DRESS IN SIMILAR WAYS, AND YOU LEARN HOW TO BEHAVE SO THAT YOU CAN GET ALONG WITH ONE ANOTHER AND FEEL SAFE. WHEN YOU MOVE YOU LEARN ALL ABOUT A NEW PLACE, BUT YOU ALSO BRING WHAT YOU’VE LEARNED FROM THE PLACE WHERE YOU USED TO LIVE.”

Summary Statement:
“IN THIS BOOK A MOM AND HER SON MOVE TO A NEW PLACE WHERE EVERYTHING AROUND THEM IS STRANGE AND SURPRISING.”

Set Purpose:
“LET’S READ TO FIND OUT HOW THEY BECOME COMFORTABLE IN THEIR NEW HOME. WE WILL CHECK THE PICTURES CAREFULLY TO MAKE SURE WE DON’T MISS SOMETHING THAT THE WORDS LEAVE OUT.”

During Reading: Pause to identify details in the pictures to support comprehension.
- Look at the gifts in the backpack and note that they must be important.
- Identify the library and the books you recognize.
- Find the gifts from her backpack on the pages where they are reading.

After Reading: Revisit the page that shows the backpack full of gifts. Talk about how these gifts were meant to represent her strengths. Discuss what each symbol might represent. Then ask,

“What gifts do you have to share with the world?”

Invite students to share their strengths. This could include activities they are good at, but might also include positive character traits.

Connection Activity:
- Draw pictures to symbolize your gifts on this backpack template or use this Seesaw activity.
- Have students write out their answer or share orally through live or recorded video.

Tips

Check page two for an overview of technology tools that will help you make connections.

Don’t forget to leave time to view and reply to your buddy’s work!

Made by ErinKramer • Follow me on Twitter and Teachers Pay Teachers
Free to Copy and Distribute for #GRA19 • Use with Dreamers by Yuyi Morales
For Students with Emergent Literacy Skills:

For my youngest students I always look for apps that facilitate communication through viewing, listening, and speaking and NOT just reading and writing. Here are three free apps you could use with even the youngest learners given the appropriate support.

**Seesaw**: This app has a blog feature you can activate for free that is perfect for students with emergent literacy skills. Post the prompt on the blog by uploading an image file (like the book cover or other visual prompt), adding audio instructions, and writing a caption. Then students can comment by recording their voices or typing. Alternatively, you could have students create their own posts using the green plus button and then choosing either photo, video, drawing, or note. A third option is to create your own or modify other’s activities, which will allow students to start from a template like the activity linked on page one. Have your partner class(es) also use Seesaw and connect your blogs so they are able to comment on each other’s posts.

**Flipgrid**: Set up your prompt by creating a new topic and posting the question. Students can respond to the prompt by adding a selfie-style video. Focus on speaking clearly and using complete sentences. Turn the slider on to allow replies to responses and get some back-and-forth engagement. Make a Flipgrid for your class and invite your buddy class(es) to join or join my #GRA19 Flipgrid: [https://flipgrid.com/grayuyi](https://flipgrid.com/grayuyi)

**Chatterpix**: This iPad app lets you make any picture “talk”. For this connection activity you could have students take selfies or print out a few smiley face emojis (or add them to the camera roll). They would then use Chatterpix to virtually “cut” the mouth, and then record their voice explaining their strengths. Their work can be saved to the camera roll and then shared via email, Google Drive, Twitter, Seesaw, and more!

For Students with Established Literacy Skills:

Any of the above options can still work with this group. You can add in text-based communication along with or instead of voice recording or let your students choose how they would like to communicate. Here are some other suggestions that are geared toward students with established literacy skills.

**Twitter**: Decide on a new hashtag with your GRA19 partner(s) or just tweet to everyone using #GRAYuyi. Have students compose tweets to respond to the prompt. Like, comment on, and retweet responses from your buddy class(es) to make meaningful connections.

**Blog**: Use your favorite blog software to post the prompt. Have students use the comments to add their answers. Alternatively, have students create the posts and use the blog’s tagging/label tool to help group the posts together. Buddies use comments to keep the conversation going. Try Weebly, Edublogs, or Blogger.

**Google Docs**: Students can compose written responses to the prompt. They can be put into a shared folder with “can comment” access for your buddy class(es) to read or match up your students with individual partners or small groups. Students should reply to one another using the comments.

---

**DON’T FORGET TO CONNECT!**

Sometimes we focus so hard on finishing the activities we’ve chosen to share with others that we forget to view others’ work and make meaningful connections with our buddies. Think about timing when you choose your connection activities and don’t be afraid to sit one out to make the connections more meaningful. We don’t need to produce work to be viewed online every week. Some weeks our job as a GRA buddy class could be to simply read the books and view/comment on others’ work.

---

Made by ErinKramer • Follow me on Twitter and Teachers Pay Teachers
Free to Copy and Distribute for #GRA19 • Use with Dreamers by Yuyi Morales
After Reading: Look back in the text to review how Grandma Beetle celebrated her birthday. Then ask, “How do you celebrate your birthday?” Have students share details about their birthday celebrations. Who do they celebrate with, what do they eat, what do they do? You might like to organize the information on these graphs.

Connection Activities:
● Share your graphs with your buddy class.
● Create a collage, slideshow, or other digital presentation to show the different types of celebrations in your community.
● Use this Seesaw activity.
● Have students write out their answer or share orally through live or recorded video. Add to our Flipgrid here.

TIP: MARK PLACES TO PAUSE WITH STICKY NOTES.

- On the first few pages: Will Grandma Beetle come along (now)?
- On the page for four Grandma Beetle is winking. What clue is she giving us?
- On the page with six pots of food make predictions on why there is so much.
- Look at the piñatas and predict what they are for.
- Predict what will happen at the end of the party.

Don’t forget to leave time to view and reply to your buddy’s work!
THE WAY WE PLAY
A Global Read Aloud Activity for Niño Wrestles the World

Summary
Focus on retelling the sequence of events for this week’s #GRA19 book pick. Students teach about the sports and games that are popular in their area to deepen their connection with their GRA buddy classes.

Listen to Yuui read Niño Wrestles the World on YouTube

Common Core Standards
RL 2, RL 7, W 2, W 6, SL 4, SL 6

Preview Text: Read the full title and examine the cover image. Ask,

“WHO IS NIÑO AND WHAT IS HE WEARING?”

Students should note two things: Niño is wearing a mask and he is in his underwear.

Preview the picture on the first page in the story. Note that Niño is a child playing with his toys. Identify the toys shown in the illustrations.

Building Background: Follow Niño’s gaze on the first page to his lucha mask lying on the ground. Identify the mask as the kind of mask worn by Mexican wrestlers called luchadores. Briefly look through the pictures on the next few pages and note that Niño is using his imagination to pretend he is a luchador.

Set Purpose:

“We are going to listen as Yuvi Morales reads Niño Wrestles the World. Let’s listen to find out what Niño imagines as he plays lucha libre.”

During Reading: Play the YouTube video of Yuvi Morales reading the text. Don’t pause the video, but instead enjoy listening to a fluent reading. When Yuvi reads, it feels like you are listening to an announcer at a wrestling match.

 Afterwards you can reread the text together if needed. As you read list the wrestlers Niño fights using your fingers to track the sequence.

After Reading: Guide the class through a retelling of the story using the text to help sequence the events.

Use sequencing cards to guide the retelling.

Discuss the text:

“When we read Dreamers we learned that the place you come from shapes who you are. How is Niño’s play shaped by where he lives?”

The influence of lucha libre on Niño’s play should be obvious to even our youngest readers.

Remind them that this type of wrestling comes from Mexico. If you want to dig deeper read Yuvi’s pins to learn about Niño’s challengers and how they were shaped by Mexican culture.

“Let’s teach our buddies about the ways we play in our community.”

Brainstorm popular sports and games played in your area. You could include pro and semi-pro sports, PE games, and popular children’s toys/games. The more unique to your area the better!

Connection Activities:

● Create a collage, slideshow, or other digital presentation to show the different types of sports and games played in your community.
● Use this Seesaw activity.
● Have students write out their answer or share orally through live or recorded video. Add to our Flipgrid here.

Don’t forget to leave time to view and reply to your buddy’s work!

Made by ErinKramer • Follow me on Twitter and Teachers Pay Teachers
Free to Copy and Distribute for #GRA19 • Use with Niño Wrestles the World by Yuvi Morales
During Reading: Pause to allow students to make observations about the illustrations and guess how she created them. It might be helpful to think about the different mediums she could have used: Is it a photograph, painting, or computer-generated image? Consider parts of the illustrations as well as the whole.

After Reading: Play this YouTube video and/or take a look at this article together.
Depending on the age of your students you may not wish to read the article to them, but instead look at the images and share these main points:

- Yuyi used paint, photography, puppets, and digital illustration.
- Yuyi decided to go crazy with this book. She tried things she had never tried before and didn’t even know she could do.
- When Yuyi didn’t know how to do something she either figured it out or found someone to help her learn.
- Yuyi worked really hard.

Connection Activities:
Option 1: Have students tell about something they learned through hard work. This could include academic skills, life skills (i.e., tying shoes), or activities outside of school like bike riding or sports.

- Create and share a chart, “We work hard. Vicky learned to sing the alphabet. Min learned to catch a ball…”
- Use this Seesaw activity.
- Have students write out their answer or share orally through live or recorded video. Add to our Flipgrid here.

Option 2: Have students create a work of art inspired by Yuyi. Supply students with objects to pose and photograph. Students can even create their own background and props. Share the images online with your buddy class.

- Use this Seesaw activity.
- Have students share their creation through live or recorded video.

Don’t forget to leave time to view and reply to your buddy’s work!

Building Background: Frida Kahlo was a famous Mexican painter. Yuyi is inspired by her and wrote this book to celebrate her life and her work.

Kindergarten teachers may wish to review the role of the author and the illustrator in telling a story—Yuyi is both in this book.

Preview Text: Read the title and examine the cover image. Ask, “WHAT DO YOU NOTICE ABOUT THE ILLUSTRATION OF FRIDA?”

Students should note that the illustration appears to be a photograph of a doll and may also discuss the details of what she is wearing.

Set Purpose:
“AS WE READ WE ARE GOING TO THINK ABOUT HOW YUYI CREATED THE ILLUSTRATIONS FOR THIS BOOK. AFTERWARDS I’LL SHOW YOU HOW SHE DID IT.”

TIP
PROJECT THIS IMAGE OF THE COVER AND USE THE ZOOM TOOL FOR A DETAILED VIEW

Common Core Standards
RL 6, RL 7, RL 10, W 3, W 6, SL 4, SL 6

Summary
Focus on the creation of the illustrations for this week’s #GRA19 book pick. Students either tell about something they learned through hard work or create their own work of art to deepen their connection with their GRA buddy classes.

Made by ErinKramer • Follow me on Twitter and Teachers Pay Teachers
Free to Copy and Distribute for #GRA19 • Use with Viva Frida by Yuyi Morales
A Global Read Aloud Activity for Little Night

**Summary**

Compare and contrast this week’s #GRA19 book pick with *Grandfather Twilight* by Barbara Berger. Classes share their comparisons and then select a favorite book from this year’s Global Read Aloud.

**Common Core Standards**

RL 9, RL 10, W 1, W 6, SL 4, SL 6

---

**Prepare a Pair of Story Maps and Your Favorite Graphic Organizer for Comparing and Contrasting to Visually Represent the Information**

**Before Reading:** Watch *Grandfather Twilight* by Barbara Berger. Afterwards, map the story or informally discuss the text. Be sure to note that Grandfather Twilight is the sky and rewind the video to 1:25, 1:37, and 1:47 to examine the pages. If necessary define the word twilight. Then ask,

**“WHAT DOES THE PEARL TURN INTO?”**

**Preview Text:** Tell students that the final selection for this year’s Global Read Aloud is a book similar to *Grandfather Twilight*. Read the title and examine the cover image of *Little Night*. Ask,

**“WHO IS LITTLE NIGHT?”**

Allow students time to search the illustration and make other predictions about what they see.

**Set Purpose:**

“AS WE READ WE ARE GOING TO THINK ABOUT HOW THIS BOOK IS SIMILAR TO AND DIFFERENT FROM *GRANDFATHER TWILIGHT*. LET’S PAY ATTENTION TO THE CHARACTERS, SETTING, AND THE EVENTS THAT HAPPEN.”

**During Reading:** Map or discuss each story element. As you read allow students to make comparisons between the stories.

**After Reading:** Review the following points together and any other comparisons made during the reading:

- Both stories have sky characters. One is a mother and one is a grandfather.
- Grandfather Twilight and Little Night both put the moon in the sky. One is a pearl and one is a ball.
- Grandfather Twilight goes for a walk before bed and Mother Sky gets Little Night ready for night time and plays hide-and-seek.

**Connection Activity:** Post about or discuss the connections between the books. Teachers of very young students may wish to share a photo of a graphic organizer the class created together. Otherwise, encourage back and forth discussion by having one group share a single point first and allowing the other group to reply by adding more.

**LIVE VIDEO PLATFORMS LIKE SKYPE AND GOOGLE HANGOUTS MAKE BACK AND FORTH DISCUSSIONS MUCH FASTER AND EASIER.**

**GRA Wrap-Up:** Have students anonymously vote on their favorite Global Read Aloud book by Yuyi Morales.

- Create a paper or digital graph together.
- Use this Seesaw activity.
- Have students write out their answer or share orally through live or recorded video. Add to our Flipgrid here.

Don’t forget to leave time to view and reply to your buddy’s work!

---

**Made by ErinLKramer • Follow me on Twitter and Teachers Pay Teachers**

**Free to Copy and Distribute for #GRA19 • Use with Little Night by Yuyi Morales**