



## AFTER YOU SEE THE SHOW

### *Tomás and the Library Lady*

By José Cruz González

Adapted from the book by Pat Mora

## QUESTIONS TO ASK AFTER SEEING THE SHOW

## THE BIG IDEA

*The Power of  
Books*

- Tomás moves a lot between Texas and Iowa. Have you ever had two “homes” at once? What would it be like to have to leave your home for months at a time? What would you miss the most?
- What helps Tomás overcome his fear of his teacher? When in your life have you overcome something you were afraid of? How did you do it?
- What did the Library Lady learn from Tomás? What are some of examples of ways adults can learn from young people?
- Tomás had to practice a lot in order to become good at reading and speaking English. What is something you’ve had to work very hard to achieve?
- Papa Grande thinks Tomás is going to be a writer or painter someday. What do your parents or grandparents want you to be? What do you want to be?
- Tomás has a hard time saying goodbye to the Library Lady. When have you had to say goodbye to someone who you knew you wouldn’t see for a long time? How did you feel?
- The actors play more than one character. How do they make the characters different from one another?
- Do you remember images from the book that appeared in the play? What do you remember from the play that was not in the book?

**BOOKS TO CHECK OUT**

*Voices from the Field: Children of Migrant Farmworkers Tell Their Stories*  
by S. Beth Atkin

*Barrio: José’s Neighborhood*  
by George Ancona

*In My Family*  
by Carmen Lomas Garza

*Family Pictures/Cuadros de Familia*  
by Carmen Lomas Garza

*Magic Windows*  
by Carmen Lomas Garza

*Cesar: Si Se Puede*  
by Carmen T. Bernier-Grand

## CONNECTION TO STANDARDS

### LITERACY

#### **Reading Foundations (4.RF.3):**

Know and apply grade-level phonics and word analysis in decoding words.

**Activity:** A multisyllabic word is a word that contains several syllables. Sometimes, these words can be challenging to sound out and decode, but by breaking them down syllable by syllable, this challenge can be lessened. Look around your world and find multisyllabic words. Examine words on road signs, posters, books, magazines, and even this resource guide! Try breaking each word down syllable by syllable to see if you can sound them out! Need more help? Ask a fellow reader or parent to help you out!

#### **Reading Literature (3.RL.3):**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Activity:** Think about what it must have been like for Tomás as a newcomer to Iowa. Was he able to succeed during his time there? Write down the character traits the Tomás had to have to be able to overcome the challenges he faced during his time in the Midwest. Then answer the following: How did these character traits impact the way Tomás's story turned out?

### 21<sup>ST</sup> CENTURY LEARNING

#### **Leadership and Responsibility (K-12):**

Inspire and Guide Others

**Activity:** In the story, Tomás had to overcome adversity in order to succeed. There may even have been times where he wanted to give up because of all of the hardships he was facing. Pretend that Tomás was ready to quit reading and achieving in school. Now, write him a letter to inspire him to want to continue forward. What sorts of words would be helpful for him to hear? What would you want to hear from someone if you were ready to give up?

## WE'RE HERE TO HELP!

Contact us if you would like help in creating an arts-based, standards-driven project/lesson around the theme of the play:

(480) 921-5760 [schools@childsplayaz.org](mailto:schools@childsplayaz.org)

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